

**California Department of Education  
Focused Monitoring Technical Assistance Evaluation:**

**Progress Indicators from Year One to Year Two**

**Final Deliverable**

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## EXECUTIVE SUMMARY

This Focused Monitoring Technical Assistance (FMTA) evaluation report presents data for the second year of the process and implementation of this statewide reform effort and reports changes and progress from *Year One* to *Year Two*. The evaluation focuses on three major areas: (1) the effect of the FMTA program on the California Key Performance Indicators (KPIs), local indicators of student performance, and other indicators of program success; (2) factors that influence the success of Focused Monitoring (FM); and (3) ways in which the FMTA program can be strengthened.

Both quantitative and qualitative data were collected and analyzed to portray a comprehensive portrait of the FMTA program and implementation in *Year Two*, as well as shifts in progress from the baseline phase (*Year One*) to the implementation phase (*Year Two*). Fifteen California school districts participated in this evaluation, and multiple methods were incorporated to ensure multiple perspectives on the implementation process. These methods included a FMTA survey completed by 81 district FM team members, structured phone interviews with (a) 10 representatives from ten selected FM districts and (b) 12 state consultants assigned to each district, and field site observations.

In-depth telephone interviews with district representatives explored team members' role in the FMTA program and the general successes and barriers in the implementation of the FMTA program. District representatives who participated in the interviews from *Year One* were invited again to participate in *Year Two* interviews. Nine of the original 10 districts were represented; one of the original districts withdrew from the FMTA program and so was replaced by another district of similar size and demographics. Interviews with state consultants assigned to the above-mentioned districts (a total of 12 state consultants) were also conducted. Several domains were examined: (1) the role, experience and duties of the interviewee in the FMTA program; (2) issues of the team/planning process (e.g., team meetings, team level of effort, goals and accomplishments, and self assessments); and (3) their perspectives on various aspects of the FMTA program (evaluation of leadership, the effectiveness of the process, quality of resources, as well as issues of accountability).

The *Survey for Focused Monitoring District Team Members* was adapted from the first year survey to obtain information regarding the process and implementation of Focused Monitoring, as well as to get a sense of progress being made in the district from varying perspectives. Seven categories of questions were included: (1) team member background information; (2) the Focused Monitoring team process; (3) The Focused Monitoring planning process; (4) the training and verification review; (5) the services provided by the CDE Focused Monitoring consultants; (6) the availability of resources in the district and state; (7) integration of reform efforts, and (8) accountability and sustainability issues. Subsequently, nine major component scales were developed that provided information on the various aspects of Focused Monitoring: (1) *team effectiveness and understanding* (i.e., team building, effectiveness, and participation); (2) *the use of data* (e.g., Key Performance Indicators (KPIs) or other data that were used to address the KPIs); (3) *planning and goals* (i.e., creating specific goals and creating plans to achieve those goals); (4) *verification review* (i.e., the process that occurred in each district, and the effectiveness of the process); (5) *reflections on the Focused Monitoring Process* (i.e., participants impressions and perceptions of the Focused Monitoring Process); (6) *focused monitoring training* (i.e., the usefulness of the training ); (7) *state consultant services* (i.e. the role of the state consultant service in the FM process); (8) *resources* (i.e., the use of materials, use of money, and use of personnel); and (9) *accountability and sustainability* (i.e., the ability and responsibility of district personnel to sustain the FMTA and progress in the KPIs).

The results of this evaluation describe data in the following areas: survey demographic analysis and overall district trends. The overall district trends use data from years one and two of the evaluation. However, comparisons between years should be treated with caution because of compromises in sample continuity and size from year to year. These data are provided for exploratory purposes.

Results of the quantitative and qualitative analyses remained positive; however many FM team members and district administrators also discussed challenges to the implementation. Overall, the FM teams indicated that they are generally satisfied with the Focused Monitoring training they received regarding group process and collaboration. Resources continued to be used for training opportunities, as well as to purchase literacy and intervention programs to accomplish district goals. Focused Monitoring participants consistently reported that this process contributed to improvements in compliance and in the development of action plans and goals

for special education service delivery. In addition, districts reported that there was improved communication, teamwork, and significant efforts to develop action plans to improve student outcomes. Participants' perceptions of the services provided by the state consultants improved in *Year Two*. State consultants provided districts with assistance to achieve goals required by FM. For the most part, participants regarded the state consultants as part of the district leadership team and invaluable as a source of information regarding the FMTA program. In general, districts reported that their teams continued to develop and implement a plan of goals. The planning process was considered to be effective, and FM team members and district administrators indicated that the process was contributing to positive changes in curriculum and compliance in special education delivery.

Recommendations regarding the improvement of the FMTA program between the CDE and the district, as well as within the district, are made. The issues and findings discussed in this report will be further investigated through *Year Three* data collection activities.

## **CALIFORNIA DEPARTMENT OF EDUCATION FOCUSED MONITORING TECHNICAL ASSISTANCE EVALUATION:**

### **PROGRESS INDICATORS FROM YEAR ONE TO YEAR TWO**

**Ann Mastergeorge, Valeria Chow, and Judy Miyoshi**

#### **Introduction**

The California Department of Education's (CDE) Special Education Division (SED) developed a system to improve the performance of students with disabilities and to monitor and assure compliance with state and federal laws that pertain to this student population. This system, Focused Monitoring Technical Assistance (FMTA) program, provides a three-year grant to help school districts across California transform special education programs that target improvement as well as increase compliance with special education regulations. Through a process of capacity building and team development at the district level, and ongoing training of innovative practices (curricular and systemic) at the site level, FMTA expects to improve the outcome of and provision of services to special education students.

The UCLA Center for the Study of Evaluation (CSE) and its National Center for Research on Evaluation, Standards, and Student Testing (CRESST) is conducting a comprehensive evaluation of the implementation and impact of Focused Monitoring in participating California districts. This evaluation report presents findings from these districts over a two-year period, and examines the implementation process, progress in student outcome and service delivery, and factors that affect this program's effectiveness.

#### **Goals of the Focused Monitoring Technical Assistance Program**

The FMTA program is designed to focus districts on their students' needs and to assure district accountability for progress on specific goals for student performance by seeking to engage districts and schools in data-based inquiry and continuous improvement. FMTA also intends to promote in districts the use of research-based best practices to support student learning.



The district leadership teams participated in a thorough analysis of their needs as defined by their Key Performance Indicator (KPI) index and an intensive self-evaluation of their district's status relative to research-based best practices. Based on this information and guided by the state SED consultants, the districts formulated specific plans and implementation strategies to improve student results in specific areas as well as establish a plan for monitoring their progress in these areas. SED consultant efforts included problem solving through training, access to resources and tools, and direct technical assistance and collaboration.

**Systemic change and leadership.** One of the avenues through which FMTA can affect change in the school districts is through a restructuring of the organizational structure that currently exists in the district. Typically, this structure follows a top-down model whereby directives are funneled down from the leader of the district, the superintendent, to assistant superintendents and district personnel, site-level administrators, and teachers. This hierarchical system depends on individuals rather than the group to do the work of addressing those mandates (Hanna, 1997). Recent research has indicated that the values and attitudes of the district are associated with student achievement levels and has positive effects on the lives of educators (Coleman and LaRoque, 1990). Other research has demonstrated that it is possible to transform the traditional hierarchical structure into one where decisions come from a consensus (Hanna, 1997; Shipengrover & Conway, 1996). Through the provision of leadership training and capacity building exercises, FMTA allows the potential for districts to change the usual top-down structure to one that is more inclusive of district personnel with varying backgrounds to create policy and curricular decisions that reflect values associated with the improvement of student outcome.

### **Description of the Participating Districts in this Evaluation**

Based on the CDE's KPIs, school districts were initially selected to participate in one of three different types of reviews: Verification Review, Collaborative Review, or Facilitated Review.<sup>1</sup> The districts initially selected for these reviews were from the bottom 15th percentile of the state-based KPI index. The focus of this evaluation is on the Facilitated Review districts. The Facilitated Review is a three-

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<sup>1</sup> Verification Review districts are not within the scope of this evaluation. It was the decision by the FMTA unit of the CDE-SED that the Collaborative Review districts become Facilitated Review districts in order that both groups receive the leadership model, which was determined to be beneficial to all participating districts.

year partnership between a school district and the CDE that entails an intense process for establishing systemic change through leadership development and capacity building, and major improvements in student performance and compliance with special education laws and procedures. Specifically, the Facilitated Review involves active collaboration between state SED consultants and district leadership teams that plan for, and support, organizational change and improved performance results. Fifteen school districts are represented in this evaluation report.<sup>2</sup>

### **Purpose of the Evaluation**

The purpose of this FMTA evaluation report is to present findings for *Year Two* of the evaluation as well as progress indicators from *Year One* to *Year Two*. The evaluation examines the Focused Monitoring teams' reaction to the planning and implementation process, perceived effectiveness of FMTA components, and progress in improving the KPIs and attaining compliance with state and federal special education regulations. The findings gathered in *Year One* baseline and *Year Two* data collections will help illuminate the implementation, perceptions, and intended improvements of FMTA.

### **Year Two Evaluation Questions**

Three basic questions were investigated during *Year Two* and guide the focus of this report:

- What is the effect of Focused Monitoring on KPIs, local indicators of student performance, and other indicators of program success?
- What factors influenced the success of Focused Monitoring during *Year Two*?
- How can Focused Monitoring be strengthened?

The following sections in this evaluation report include the following: an evaluation framework, evaluation results, and conclusions with recommendations. The evaluation framework includes information on the participants, measures, and data analyses used for these measures. This section is followed by the evaluation results that include analyses of demographic aspects of the participating districts,

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<sup>2</sup>Of the original 19 districts participating in the FMTA program, two districts withdrew participation from Focused Monitoring in *Year One* and two more districts withdrew from participation in *Year Two*.

and analyses of overall trends in the state using qualitative and quantitative methodologies. The evaluation report concludes with a summary of the results and recommendations for the future of FMTA.

## EVALUATION FRAMEWORK

The framework for this study was based on a multiple method strategy using both qualitative and quantitative methodologies. This study design was used to understand and depict perspectives of the Focused Monitoring (FM) leadership team members and the state consultants assigned to work with the districts. The data collection strategies included a telephone interview with a designee appointed by each district's superintendent (usually the district special education administrator), a telephone interview with the state consultant assigned to each participating district, and a survey for FM team members. Furthermore, site observations were conducted during leadership team meetings. The information gathered at these meetings is described in the evaluation results section of this report. Table 1 represents the data sources for each evaluation question (component).

Table 1  
Data Sources for the Evaluation Questions

Evaluation Questions	Survey	FM Team Meeting Observations	State Consultant Interview	District Administrator Interview
What is the effect of Focused Monitoring on California's Key Performance Indicators, local indicators of student performance, and other indicators of program success?	X		X	X
What factors influence the success of Focused Monitoring during <i>Year Two</i> ?	X	X	X	X
How can Focused Monitoring be strengthened?	X	X	X	X

## **Participants**

### **Field Site Observations**

Five field site observations were conducted in three districts. One district was a high school union district; the remaining districts were unified school districts. All districts were located in the southern California region.

### **District Administrator Interviews**

Ten district administrators (coordinators for the FM team) from 10 school districts participated in telephone interviews. These district administrators came from districts that represented different regions across California, various sizes of the school district (based on student population), but similar special population characteristics (CalWORKS, free/reduced-price meals, and English Language Learners). Eight of the district administrators also participated in interviews during *Year One*. One district administrator who participated in the *Year Two* interview replaced a previous FM coordinator who participated in the *Year One* interview. One district administrator who participated in the *Year One* interview came from a district that withdrew participation in FMTA for *Year Two*. In order to keep the interview participants at 10, a new district administrator was recruited from a new district that resembled the previous year's district in location and school size and composition. In summary, there were eight returning participants, one new participant replacing a former participant from the same school district, and one new participant from a new school district.

### **State Consultant Interviews**

Twelve state consultants participated in telephone interviews. These consultants were assigned to work with the districts participating at the facilitated level. Most of the consultants worked with only one of these facilitated districts although there were a few consultants who worked with as many as three of the facilitated districts. The consultants had an average of 2.2 years experience as a consultant for the FMTA program. Their prior experience included school or district administrative positions, program or transition specialist, teaching (general and special education), and California Youth Authority.

### Survey for District Focused Monitoring Team Members

The participants for each district represented various mixes of district personnel including superintendents and assistant superintendents, special and general education teachers, special education administrators and principals. A total of 81 district personnel from 14 out of the 15 districts participated in the survey for *Year Two* for a return rate of 45%.<sup>3</sup> Table 2 shows the number of respondents by district position, as reported on the *Survey for Focused Monitoring Team Members* for *Year One* and *Year Two*.

Table 2  
Frequency (percentage) of Respondents by District Position

Focused Monitoring Team by District Position	Year One	Year Two
General Education Teacher	9 (9.7)	9 (11.1)
Special Education Teacher	15 (16.1)	9 (11.1)
Building Administrators (i.e., Principal)	9 (9.7)	14 (17.3)
Superintendent	5 (5.4)	2 (2.5)
Assistant Superintendent	1 (1.1)	3 (3.7)
Special Education Director	14 (15.1)	8 (9.9)
SELPA Representative	2 (2.2)	2 (2.5)
Speech Pathologist	4 (4.3)	3 (3.7)
Preschool Coordinator	1 (1.1)	1 (0.6)
Classroom Aide	1 (1.1)	----
Counselor	4 (4.3)	3 (3.7)
Program Specialist/Coordinator	17 (18.3)	17 (21.0)
School Psychologist	5 (5.4)	2 (2.5)
Board Member	1 (1.1)	----
Parent	----	1 (1.2)
CDE Consultant	----	1 (1.2)
Head Start Director	----	1 (1.2)
District administrator (not superintendent)	1 (1.2)	4 (4.9)
No Response	5 (5.4)	----
Total	93 (100)	81 (100)

<sup>3</sup> One district did not participate in the survey. According to the FM district coordinator, there were major transitions occurring with state involvement in this district such that FM activities were not implemented during Year Two.

## **Instrumentation**

### **Field Site Observations**

Field site observations were conducted in order to inform the researchers about FMTA implementation and team collaboration. During the observations, the researchers used a protocol to gather information regarding the activities that were covered in the meeting. Examples of activities included discussions of student performance (KPIs), status of program/curricular changes, and planning for program/curricular implementation. Furthermore, participation level of the members who attended the meetings was also coded.

### **District Administrator Interviews**

The *Administrator Interview* consisted of 23 free response questions and various probes for each of the questions. The questions were designed to obtain three main outcomes: (1) to understand the activities related to Focused Monitoring (including the addressing of the KPIs) that have been implemented; (2) to gather information on the general successes and barriers in the implementation of Focused Monitoring; and (3) to determine changes (including progress and decline) from *Year One* to *Year Two*. Table 3 depicts the main components in the *Administrator Interview*.

Table 3

## Administrator Interview: Main Components and Definitions

Interview Section	Definition
Background Information	The questions in this section included queries about district position(s) and experience, role and duties in FMTA, and past special education involvement.
Focused Monitoring Training	Included questions about training regarding systemic change within the district, and other training related to Focused Monitoring or implementation of curriculum.
Team Effectiveness and Understanding	<p>Included questions about the team process for Focused Monitoring such as probes on team meeting, team composition, team level of effort, and changes from <i>Year One</i> to <i>Year Two</i>.</p> <p>Included question about the leadership roles as they relate to the FM implementation process and types of leadership training that is offered in the district.</p> <p>Included questions about perceptions of building administrator's (e.g., principal) and teachers' attitude and receptiveness to FMTA.</p>
Use of Data	Included questions about the types of data that were used to make decisions, how data was understood, and how KPIs were used to determine improvement.
Planning and Goals	Included questions about goals and activity accomplishments, specifically with respect to improvements in KPIs.
Verification Review	Included questions about the corrective actions that were developed and implemented as a result of the verification review, and comparisons of the verification review and pre-existing CCR process.
State Consultant Services	Included questions about the quality and types of services received by state consultants and technical assistants, and changes from <i>Year One</i> to <i>Year Two</i> .
Resources	Included questions regarding the availability and access to state and district resources.
Reflections on the Focused Monitoring Process	Included question about potential effects, barriers and successes in the implementation process, and issues of sustainability of improvement.

The following are sample Administrator Interview questions:

What is your role in the Focused Monitoring process? How do you carry out your role?  
Describe your specific duties related to Focused Monitoring.

Describe the goals/activities the team has accomplished to date. Give some examples of the current projects.



Describe how the Focused Monitoring process is being implemented in your district.

- Who is responsible for the success of the process?
- What is the superintendent's role in the implementation process?
- How does the superintendent address barriers to implementation?

Describe the factors (from your perspective) that you see influencing the success of Focused Monitoring.

The FM coordinator was contacted to schedule an appointment for the interview ensuring the confidentiality of their participation. The designees were sent consent forms prior to conducting the interview. These interviews were conducted by telephone and at the time of the interview, the interviewer set up the recording equipment that connected to the telephone in a confidential office space to protect the privacy of the interviews that lasted approximately 45-60 minutes.

### **State Consultant Interviews**

The *State Consultant Interview* was designed to parallel the interview protocol questions for the district administrators. The questions were designed to obtain three main outcomes: (1) to understand the activities related to Focused Monitoring (including the addressing of the KPIs) that have been implemented in the district from the perspective of the state consultant; (2) to gather information on the general successes and barriers in the implementation of Focused Monitoring; and (3) to determine changes (including progress and decline) from *Year One* to *Year Two* (see Table 4). These interviews were also conducted by telephone.

Table 4

## State Consultant Interview: Main Components and Definitions

Interview Section	Definition
Background Information	The questions in this section included queries about experience, and role and duties in FMTA.
Focused Monitoring Training	Included questions about training regarding implementation of Focused Monitoring.
Team Effectiveness and Understanding	<p>Included questions about how state consultant perceives the team process for Focused Monitoring with probes on team meeting, team composition, team level of effort, and changes from <i>Year One</i> to <i>Year Two</i>.</p> <p>Included question about the leadership roles as they relate to the FM implementation process.</p> <p>Included questions about perceptions of building administrator's (e.g., principal) and teachers' attitude and receptiveness to FMTA.</p>
Use of Data	Included questions about the types of data that were used to make decisions, how data was understood, and how KPIs were used to determine improvement.
Planning and Goals	Included questions about goals and activity accomplishments, specifically with respect to improvements in KPIs.
Verification Review	Included questions about the corrective actions that were developed and implemented as a result of the verification review, and comparisons of the verification review and pre-existing CCR process.
State Consultant Services	Included questions about the quality and types of services received by state consultants and technical assistants, and changes from <i>Year One</i> to <i>Year Two</i> .
Resources	Included questions regarding the availability and access to state and district resources.
Reflections on the Focused Monitoring Process	Included question about potential effects, barriers and successes in the implementation process, and issues of sustainability of improvement.

**Survey for Focused Monitoring District Team Members**

A formative survey consisting of 83 questions was designed to obtain information about the respondent and the respondent's school district as well as the respondent's perceptions of FMTA. To capture pertinent information across domains, the survey was divided into seven categories: *Background Information*, *Focused Monitoring Team Process*, *Focused Monitoring Planning Process*, *Training*, *Verification Review*, *CDE Focused Monitoring Consultant(s)*, *CDE Resources*, and *Integration of Reform Efforts* (see Table 5). A new survey domain, *Accountability and*

*Sustainability*, was added to take into consideration these emerging issues in *Year Two*.

Table 5  
Survey Components and Definitions

Survey Section	Definition
Background Information	Respondents' work experience
Focused Monitoring: Team Process	Understanding and feedback on the FM team group process
Focused Monitoring: The Planning Process	Respondents use and utility of the Key Performance Indicator data
Verification Review	Activities regarding the verifying of student record files for compliance with IDEA 1997 and state laws
CDE Focused Monitoring Consultant (s)	The services that the consultant gave during the first year of the Focused Monitoring process
CDE Resources	The availability of resources (money, supplies, materials, personnel, etc.) in the district and state
Integration of Reform Efforts	The ability and usefulness of Focused Monitoring in making changes within the district regarding special education service delivery
Accountability and Sustainability	The people who are accountable for FM implementation and sustainability in the district as FM comes to an end

The *Survey for Focused Monitoring District Team Members* was intended to gather information on leadership support, culture of inquiry, integration of reform efforts (special education and regular education), use of data, consensus of improvement goals, nature of the planning process, and the role of the state consultant.

The survey included three response formats: short answer/fill-in, Likert scales, and open-ended questions. The short answer/fill-in questions were part of the survey's Background Information section and included questions such as the following:

Please name your official position in this district.

How many years have you worked in your district?

Likert scale and open-ended questions were used in the remaining six sections of the survey. The Likert Scale consisted of the following scale: *Strongly Disagree*,

*Disagree, Agree, and Strongly Agree.* “Don’t Know” and “Too Early To Tell” were two other response options provided for Likert Scale questions. Sample survey questions are provided below:

There is a shared understanding between the district superintendent, team members, and CDE staff regarding Focused Monitoring.

The team has been provided with the Key Performance Indicators.

The training provided an adequate understanding of the Focused Monitoring process.

The CDE Focused Monitoring consultant(s) demonstrate an adequate understanding of special education procedures and programs in our district.

A few questions on the survey were open-ended questions and included such questions as the following:

Briefly comment on how resources (e.g., money, staff, consultants) were used to achieve goals related to Focused Monitoring.

Please list two successes of the Focused Monitoring Process and the improvement project.

Another short district demographics survey was attached to the *Survey for Focused Monitoring District Team Members* of the district FM coordinator only. This survey intended to gather information regarding district demographics, the composition of the Focused Monitoring team, and the district’s KPI focus.

From the telephone interviews, FM district coordinators reported an average of 12 members on their FM leadership team. Based on this average, the total of potential survey participants was approximately 180. Therefore, 20 surveys were sent to each district in order to allow for the maximum number of participants and the possibility of an increase in team membership from the time of the interview to the time the surveys were sent. The participants were provided four to six weeks to answer the questions and return the surveys.

### **Data Analysis**

Data was collected using multiple measures, including observations of leadership meetings, structured interviews, and a district-wide FM team survey.

Observations were conducted during leadership team meetings in several of the participating districts. For the survey, various quantitative analyses were conducted, including multiple tests of variance (MANOVA), as well as frequencies and means for items and scales.

The FM administrator and state consultant telephone interviews were audio taped and transcribed. Several domains and themes were developed based on the interview protocol. The interview transcriptions were then coded for those domains and themes focusing on *Year Two* implementation of Focused Monitoring and any changes from *Year One*.

The survey consisted of a total of 83 questions. Eight questions were open-ended and required written responses. A total of 75 questions were used in the quantitative analysis. Of these 75 questions, 69 were reviewed for specific areas of inquiry (six questions were related to background information or demographics). The final 63 items were grouped into nine scales (the eight original scales from *Year One* and the new *Accountability and Sustainability* scale) by averaging items related to the same content (See Table 6). The high reliability (alpha) coefficients observed in the scales suggest their tenability.

Table 6  
Survey Scales, Definitions, Reliability, and Factor Analysis

Scale	Definition	Reliability – YR One (Item #)	Reliability – YR Two (Item #)
Team Effectiveness and Understanding	Team building, effectiveness, and participation	$\alpha = .84$ 17-27	$\alpha = .73$ 12-24
Use of Data	Key Performance Indicators (KPI) or other data that were used to address the KPI's	$\alpha = .83$ 28 – 33, 37	$\alpha = .87$ 26 – 33, 37
Planning and Goals	Creating specific goals and creating plans to achieve those goals	$\alpha = .85$ 35 – 36, 38 – 40	$\alpha = .74$ 35 – 36, 38 – 42
Verification Review	The process of the verification review that occurred in each district, including effectiveness	$\alpha = .86$ 47, 49 – 50, 53 – 57	$\alpha = .61^a$ 58-60
Satisfaction with Focused Monitoring Process	Participant's impressions and perceptions of the Focused Monitoring Process	$\alpha = .89$ 69 – 76, 79 – 82	$\alpha = .79$ 43 – 55
Focused Monitoring Training	Usefulness of training, understanding of roles	$\alpha = .89$ 42 – 46	$\alpha = .81$ 7 – 11
State Consultant Services	The role of the State Consultant Services in the process and in the districts	$\alpha = .95$ 48, 59 – 63, 67	$\alpha = .93$ 61 – 66, 70
Resources	Use of materials, money, and people	$\alpha = .84$ 64 – 66	$\alpha = .68$ 67 – 69
Accountability and Sustainability	Participants' impressions of accountability and district's ability to sustain progress and positive change.	--	$\alpha = .87$ 76 – 83

<sup>a</sup> The Verification Review Scale changed as a result of changes in protocol via information from the CDE- SED division. The low alpha reliability may be a reflection on the number of items in the scale.

Survey participants for *Year Two* were matched with participants from *Year One* based on district membership. This selection criterion narrowed the total number of districts from 15 to 13 districts and reduced the number of participants in *Year One* to 86 for inclusion in the data analysis (previously 93). These samples were used in the data analysis reported in the following section.

## EVALUATION RESULTS

In this section, data will be presented in the following manner: (1) demographic statistics for survey sample; and (2) overall district trends for the implementation of Focused Monitoring. The following evaluation questions will be addressed for the overall district trends for *Year Two*: (1) What is the effect of Focused Monitoring on local indicators of student performance, and other indicators of program success? (2) What factors influence the success of Focused Monitoring during *Year Two*? (3) How can Focused Monitoring be strengthened? Progress, successes, and barriers from *Year One* to *Year Two* of Focused Monitoring will be discussed throughout the results. Due to potential compromises in sample continuity and size from year to year, data should not be considered comparisons; rather, these data are described for the purpose of examining trends in participants' reactions to the FMTA program.

### **Survey Demographic Analysis: An Overview of 15 California School Districts**

The 15 California school districts in this report were designated as Facilitated Review. Five of the school districts that participated as Collaborative Review sites in *Year One* baseline period (1999-2000) were redesignated as Facilitated Review sites for the remainder of Focused Monitoring (2000-2002).<sup>4</sup> The Facilitated Review is a three-year partnership between a school district and the CDE that entails an intense process for establishing systemic change within the school district (i.e., administration, personnel, site level personnel, etc.), and major improvements in student performance (e.g., literacy, STAR test scores, etc.) and special education compliance.

The following pages provide descriptive information, from each survey participant and subsequent analyses of differences from *Year One* to *Year Two*, including: experience, community type, district size, district type, and information about team composition and meetings. Data analysis was conducted on matched data based on district membership. This selection criterion narrowed the total number of districts from 15 (from *Year One*) to 13 districts. For information on each district, please refer to Appendix A.

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<sup>4</sup> It was the decision by the FMTA unit of the CDE-SED that the Collaborative Review districts become Facilitated Review districts in order that both groups receive the leadership model, which was determined to be beneficial to all participating districts.

### Level of Experience in District and Current Position

The total years of experience across the 13 districts as reported by the respondents are shown in Figure 1. Figure 1 demonstrates that, from *Year One* to *Year Two*, the number survey participants with 0-15 years experience in the district decreased while the number of survey participants with 16 or more year experience increased.

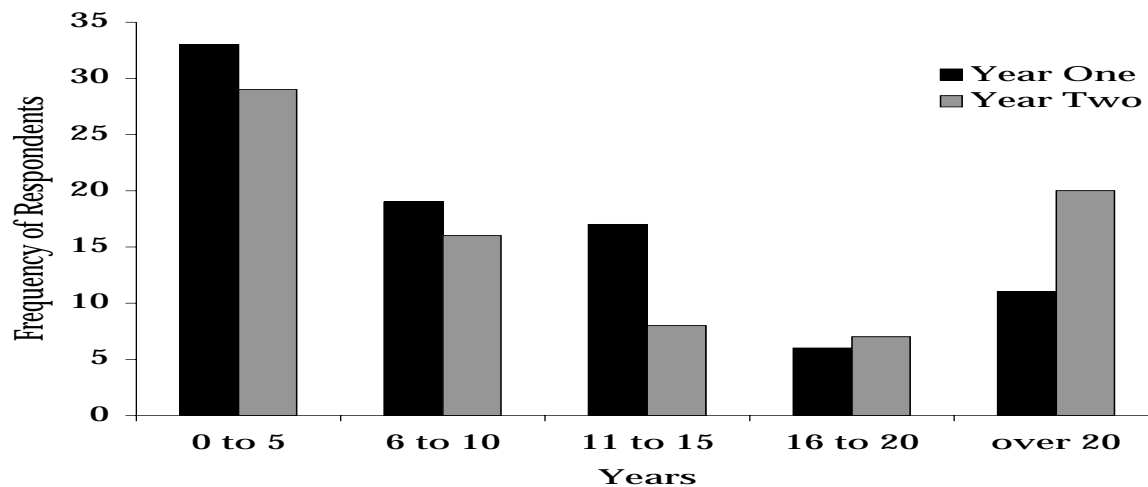


Figure 1. Comparison of survey participants' years of experience in district.

Multivariate tests of significance for differences on the scales (*Team Effectiveness and Understanding, Planning and Goals, Use of Data, State Consultant Services, Resources, Focused Monitoring Training, and Reflections on the Focused Monitoring Process*) based on number of years of experience in the district and year (*Year One* vs. *Year Two*) showed no significant results (see Table 7). In other words, participants continued to hold positive perceptions of the Focused Monitoring process irrespective of their levels of experience in the district.



Table 7  
Mean Scale Differences by Experience in the District and Year

Scale	Experience	Year One M (SD)	Year Two M (SD)	Mean Difference
Focused Monitoring Training	0-5 years	3.05 (.59)	3.01 (.60)	-.04
	6+ years	3.02 (.69)	3.20 (.56)	+.18
Teacher Effectiveness & Understanding	0-5 years	3.18 (.40)	2.97 (.43)	-.21
	6+ years	3.24 (.48)	3.12 (.61)	-.12
Planning & Goals	0-5 years	2.98 (.46)	2.93 (.59)	-.05
	6+ years	3.11 (.49)	3.22 (.62)	+.11
Use Of Data	0-5 years	3.27 (.64)	3.11 (.53)	-.16
	6+ years	3.38 (.43)	3.40 (.43)	+.02
State Consultant Services	0-5 years	3.03 (.53)	3.24 (.61)	+.21
	6+ years	3.03 (.60)	3.42 (.48)	+.39
Resources	0-5 years	3.06 (.43)	2.98 (.53)	-.08
	6+ years	3.00 (.65)	3.24 (.65)	+.24
Reflections on the Focused Monitoring	0-5 years	2.75 (.46)	2.74 (.45)	-.01
	6+ years	2.75 (.35)	2.78 (.53)	+.03

The total years of experience in one's position across the 13 districts as reported by the respondents is shown in Figure 2. While the number of participants with 0-5 years experience in their positions remained consistent between *Year One* and *Year Two*, there were slight decreases in the number of people with 6-20 years experience. There was a slight increase in the number of participants with more than 20 years experience in *Year Two*. These differences may reflect a shift from one category of experience to another that one might expect to see with the normal passage of time. These differences may also reflect new team members who did not participate in *Year One* Focused Monitoring activities.

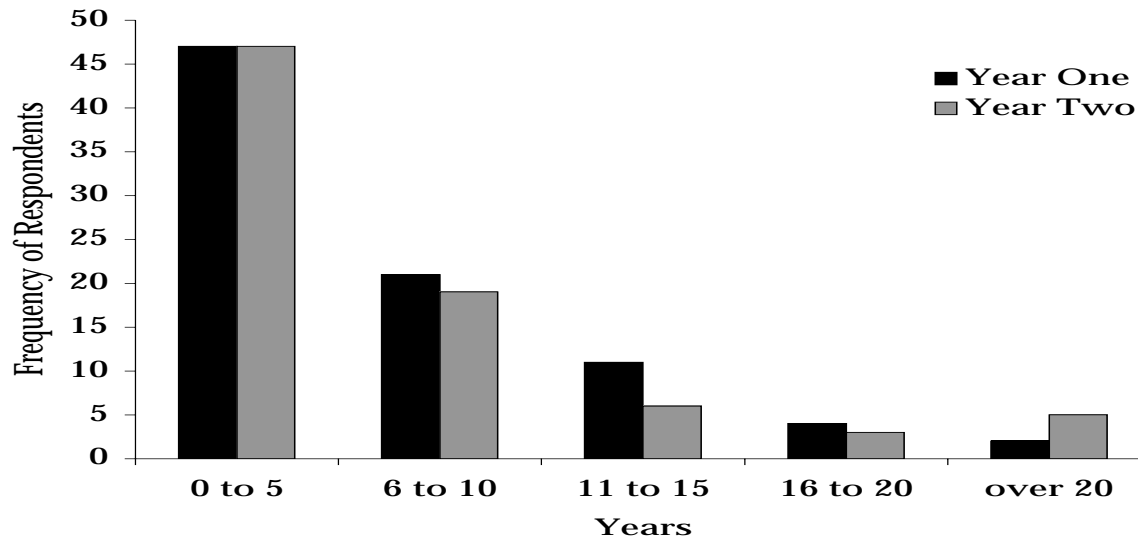


Figure 2. Comparison of survey participants' years of experience in position.

The number of years a person has worked in the current position was re-coded into a dichotomous variable: 0 – 5 years and more than five years. Multiple analysis of variance (MANOVA) tests were conducted to compare the two groups in this new variable by year (*Year One* and *Year Two*) in terms of their level of agreement on each of the survey scales (*Team Effectiveness and Understanding, Planning and Goals, Use of Data, State Consultant Services, Resources, Focused Monitoring Training, and Satisfaction with the Focused Monitoring Process*). Although there was a main effect of *Year* for the *Planning and Goals* scale,  $F(1, 151) = 4.54, p < .05$ , participants continued to perceive the process of Focused Monitoring in positive ways regardless of their level of experience in their positions. Table 8 displays the mean scale ratings by experience in current position and year.

Table 8  
Mean Scale Differences by Experience in Current Position and Year

Scale	Experience	Year One M (SD)	Year Two M (SD)	Mean Difference
Focused Monitoring Training	0-5 years	3.28 (.71)	3.07 (.67)	-.21
	6+ years	5.00 (-) <sup>a</sup>	3.32 (.45)	-1.68
Teacher Effectiveness & Understanding	0-5 years	3.34 (.48)	3.31 (.43)	-.03
	6+ years	3.63 (-) <sup>a</sup>	3.33 (.44)	-.30
Planning & Goals	0-5 years	3.71 (.82)	3.39 (.63)	-.32
	6+ years	4.80 (-) <sup>a</sup>	3.56 (.48)	-1.24
Use Of Data	0-5 years	3.53 (.64)	3.60 (.72)	.07
	6+ years	3.00 (-) <sup>a</sup>	3.51 (.48)	.51
State Consultant Services	0-5 years	3.59 (.67)	3.63 (.56)	.04
	6+ years	3.89 (-) <sup>a</sup>	3.70 (.48)	-.19
Resources	0-5 years	3.51 (.85)	3.41 (.80)	-.10
	6+ years	4.33 (-) <sup>a</sup>	3.56 (.77)	-.77
Reflections on the Focused Monitoring	0-5 years	3.81 (.69)	3.41 (.77)	-.40
	6+ years	5.00 (-) <sup>a</sup>	3.26 (.43)	.21

<sup>a</sup> There was only one respondent in the “6+” category; therefore, there is no standard deviation to report.

### School District Community Differences

School districts were categorized according to the type of community in which they were situated (e.g., rural, suburban, and urban). Multivariate tests on the effect of type of community and year were conducted on the following scales (*Focused Monitoring Training*, *Team Effectiveness and Understanding*, *Resources*, *Reflections on Focused Monitoring*, *State Consultant Services*, *Planning and Goals*, and *Use of Data*). There was no significant main effect of type of community on each of the scales. There was only one significant main effect of year on *Reflections on Focused Monitoring*,  $F(1, 151) = 17.18$ ,  $p < .001$ . Participants rated items in the *Reflections on Focused Monitoring* scale significantly less favorable in the second year of implementation ( $M = 3.35$ ,  $SE = .08$ ) than they rated the same items in the first year of implementation ( $M = 3.81$ ,  $SE = .08$ ).

There were three interaction effects of type of community and year for the following scales: *Team Effectiveness and Understanding*,  $F(2, 151) = 5.49$ ,  $p < .01$ ,  $F(2, 151) = 3.40$ ,  $p < .05$ , and  $F(2, 151) = 4.02$ ,  $p < .05$ , respectively. Participants from rural and suburban school districts rated items

in this scale significantly less favorable from *Year One* to *Year Two*, whereas participants from urban school districts rated the items significantly more favorable from *Year One* to *Year Two*. Table 9 displays the means and differences for each scale by type of community and year.

Table 9  
Mean Scale Rating by Type of Community and Year

Scale	Type of Community	Year One M (SD)	Year Two M (SD)	Mean Difference
Focused Monitoring Training	Rural	3.36 (.62)	3.21 (.52)	-.15
	Suburban	3.53 (.64)	3.22 (.61)	-.31
	Urban	3.06 (.87)	3.16 (.72)	.10
Team Effectiveness & Understanding	Rural	3.46 (.35)	3.25 (.35)	-.21
	Suburban	3.45 (.58)	3.26 (.29)	-.19
	Urban	3.14 (.48)	3.42 (.52)	.28
Planning and Goals	Rural	3.88 (.82)	3.36 (.46)	-.52
	Suburban	3.39(.64)	3.39 (.54)	0
	Urban	3.75 (.90)	3.63 (.68)	-.12
Use of Data	Rural	3.71 (.60)	3.60 (.66)	-.11
	Suburban	3.44 (.63)	3.39 (.59)	-.05
	Urban	3.35 (.66)	3.67 (.64)	.32
State Consultant Services	Rural	3.63 (.70)	3.55 (.47)	-.08
	Suburban	3.71 (.63)	3.55 (.35)	-.16
	Urban	3.45 (.64)	3.86 (.64)	.41
Reflections on Focused Monitoring	Rural	3.88 (.72)	3.15 (.47)	-.78
	Suburban	3.77 (.65)	3.33 (.48)	-.44
	Urban	3.79 (.74)	3.55 (.81)	-.24
Resources	Rural	3.65 (.83)	3.38 (.63)	-.27
	Suburban	3.61 (.68)	3.22 (.60)	-.39
	Urban	3.31 (.96)	3.75 (.96)	.44

Although there were no other significant effects (main or interaction), one can see that the overall trend was a slight decrease in average rating of items on the scales from *Year One* to *Year Two*, especially with participants from rural and suburban districts.

### School District Size Differences

The variable, total number of teachers was used as an indicator of district size. This variable was categorized into a dichotomous variable: small districts (1-500 teachers) and large districts (more than 500 teachers). Multivariate tests on the effect of district size and year were conducted on the following scales (*Focused Monitoring Training, Team Effectiveness and Understanding, Resources, Reflections on Focused Monitoring, State Consultant Services, Planning and Goals, and Use of Data*). The mean ratings for each scale are presented in Table 10.

Table 10  
Mean Scale Rating by District Size and Year

Scale	District Size	Year One Mean (SD)	Year Two Mean (SD)	Difference
Focused Monitoring Training	Small	3.33 (.62)	3.27 (.55)	-.06
	Large	3.24 (.91)	3.12 (.69)	-.12
Team Effectiveness & Understanding	Small	3.40 (.39)	3.27 (.40)	-.13
	Large	3.26 (.59)	3.87 (.45)	.61
Resources	Small	3.53 (.88)	3.41 (.66)	-.12
	Large	3.51 (.82)	3.62 (.94)	.11
Reflections on Focused Monitoring	Small	3.76 (.72)	3.20 (.51)	-.56
	Large	3.92 (.68)	3.53 (.75)	-.39
State Consultant Services	Small	3.67 (.57)	3.53 (.44)	-.14
	Large	3.47 (.79)	3.84 (.60)	.37
Planning and Goals	Small	3.86 (.84)	3.32 (.49)	-.54
	Large	3.49 (.76)	3.66 (.64)	.17
Use of Data	Small	3.69 (.57)	3.54 (.64)	-.15
	Large	3.25 (.68)	3.64 (.64)	.39

*Note.* District size was based on the number of teachers working within the district. Small districts contained 500 teachers or less. Large districts contained more than 500 teachers.

There was only one significant main effect of district size on the scale *Reflections on Focused Monitoring*,  $F(1, 151) = 5.00$ ,  $p < .05$ . Large school districts were significantly more favorable on their ratings in this scale ( $M = 3.73$ ,  $SE = .08$ ) than participant from small school districts ( $M = 3.48$ ,  $SE = .07$ ).

There was one significant main effect of year on the scale *Reflections on Focused Monitoring*,  $F(1, 151) = 18.60$ ,  $p < .001$ . Participants were significantly less favorable

on their ratings of items in this scale for *Year Two* ( $M = 3.37$ ,  $SE = .08$ ) than they were in *Year One* ( $M = 3.84$ ,  $SE = .08$ ).

There were three interaction effects for the following scales: *Use of Data, Planning and Goals*, and *State Consultant Services*,  $F(1, 153) = 6.89$ ,  $p < .01$ ,  $F(1, 153) = 9.33$ ,  $p < .01$ ,  $F(1, 153) = 6.99$ ,  $p < .01$ , respectively. Participants from large school were using data to make decisions significantly more from *Year One* to *Year Two*, whereas participants from small school districts were using data less from *Year One* to *Year Two*. Again, participants in large school districts were making plans and trying to establish and reach goals significantly more from *Year One* to *Year Two*, whereas participants from small school districts were doing less of these kinds of activities from *Year One* to *Year Two*. Finally, participants from large school districts rated the services provided by their state consultants significantly higher from *Year One* to *Year Two*, whereas participants from small school districts rated these services lower from *Year One* to *Year Two*.

### **Focused Monitoring Meetings**

The number of times the district Focused Monitoring Team met was categorized into two groups: 1-5 times and more than 5 times. Multivariate tests of significance were performed to determine any differences between the number of times the teams met and year of FM implementation on perceptions on the scales. There was no effect of the number of times teams met during the year on participant's perceptions of the scales. The multivariate tests of significance showed differences in year of implementation observed in the scales, *Planning and Goals*,  $F(1, 142) = 5.81$ ,  $p < .05$ ) and *Reflections on Focused Monitoring*,  $F(1, 142) = 18.17$ ,  $p < .001$ . Participants had higher levels of agreement on the statements regarding planning activities and goals in the first year of implementation ( $M = 3.72$ ,  $SD = .08$ ) than in the second year ( $M = 3.44$ ,  $SD = .09$ ). Furthermore, participants had higher perceptions concerning activities related to Focused Monitoring in *Year One* ( $M = 3.82$ ,  $SD = .08$ ) than they did in *Year Two* of implementation ( $M = 3.34$ ,  $SD = .08$ ).

There was an interaction effect between the number of times teams met and year of implementation on perceptions on the *Team Effectiveness and Understanding* scale,  $F(1, 142) = 4.91$ ,  $p < .05$ . In *Year One*, participants of teams that met six or more times had positive perceptions of their teams' effectiveness and their own understanding of the team functions. However, by *Year Two*, their perceptions became less positive. On the other hand, participants of teams that met only one to

five times became increasingly positive in their perceptions of the team functions from *Year One* to *Year Two*. However, a caveat about these results must be presented: the number of meetings a district leadership team conducts does not necessarily contribute to better program implementation or success. See Table 11 for survey scale means by number of meetings and year of implementation.

Table 11

Mean Scale Rating by Number of Meetings and Year

Scale	Number of Meetings	Year One <i>M (SD)</i>	Year Two <i>M (SD)</i>	Mean Difference
Focused Monitoring Training	0-5	3.24 (.84)	3.28 (.68)	.04
	6 or more	3.34 (.63)	3.15 (.50)	-.19
Team Effectiveness & Understanding	0-5	3.29 (.54)	3.40 (.49)	.11
	6 or more	3.39 (.42)	3.17 (.31)	-.22
Planning and Goals	0-5	3.69 (.96)	3.52 (.53)	-.17
	6 or more	3.75 (.69)	3.35 (.56)	-.40
Use of Data	0-5	3.43 (.78)	3.49 (.58)	.06
	6 or more	3.61 (.48)	3.48 (.59)	-.13
State Consultant Services	0-5	3.53 (.78)	3.67 (.55)	.14
	6 or more	3.65 (.54)	3.58 (.46)	-.07
Reflections on Focused Monitoring	0-5	3.82 (.79)	3.44 (.74)	-.38
	6 or more	3.81 (.63)	3.23 (.57)	-.58
Resources	0-5	3.39 (.97)	3.48 (.92)	.09
	6 or more	3.63 (.73)	3.41 (.65)	-.22

### Represented Positions on Focused Monitoring Team

Table 12 shows the position types that are represented on the districts' FM team, as reported by the respondents. For *Year Two*, district teams had the most representation from program specialists/coordinators and building administrators, both increasing from *Year One*. These positions were followed by the general and special education teacher, and special education director.

Table 12

## Frequency of Respondents by District Position

Focused Monitoring Team by District Position	Year One	Year Two
General Education Teacher	9 (10.5)	9 (11.1)
Special Education Teacher	14 (16.3)	9 (11.1)
Building Administrators (i.e., Principal)	9 (10.5)	14 (17.3)
Superintendent	5 (5.8)	2 (2.5)
Assistant Superintendent	1 (1.2)	3 (3.7)
Special Education Director	12 (14.0)	8 (9.9)
SELPA Representative	2 (2.3)	2 (2.5)
Speech Pathologist	4 (4.7)	3 (3.7)
Preschool Coordinator	1 (1.2)	1 (0.6)
Classroom Aide	1 (1.2)	----
Counselor	4 (4.7)	3 (3.7)
Program Specialist/Coordinator	13 (15.1)	17 (21.0)
School Psychologist	5 (5.8)	2 (2.5)
Board Member	1 (1.2)	----
Parent	----	1 (1.2)
CDE Consultant	----	1 (1.2)
Head Start Director	----	1 (1.2)
District administrator (not superintendent)	1 (1.2)	4 (4.9)
No Response	4 (4.7)	----
Total	86 (100)	81 (100)

Types of positions were recoded into a dichotomous variable: “special education-related” positions and “non-special education-related” positions. Special education related positions included the special education director, special education teachers, and SELPA representatives. Non-special education related positions included all others, including the superintendent, general education teachers, and building or site administrators. Multivariate tests of significance were used to examine differences between these two types of positions on the survey scales. Four significant differences resulted in the areas of *Planning and Goals*, *Reflections on Focused Monitoring*, *Team Effectiveness and Understanding*, and *State Consultant Services*.

There were two significant differences due to the effect of year on the survey scale ratings. There was a main effect of year on *Planning and Goals*,  $F(1, 149) = 4.36$ ,



$p < .05$ . Participants were less positive about the activities related to planning and goals in *Year Two* of FM implementation ( $M = 3.49$ ,  $SD = .08$ ) than they were in *Year One* ( $M = 3.74$ ,  $SD = .09$ ). There was another main effect of year on *Reflections of Focused Monitoring*,  $F(1, 149) = 16.32$ ,  $p < .01$ . Participants were less positive about the activities related Focused Monitoring in *Year Two* ( $M = 3.37$ ,  $SD = .08$ ) than they were in *Year One* ( $M = 3.84$ ,  $SD = .08$ ).

There was only one significant main effect of position type on *Team Effectiveness and Understanding*,  $F(1, 149) = 6.78$ ,  $p = .01$ . People in non-special education-related positions were more positive about the Focused Monitoring team activities ( $M = 3.46$ ,  $SD = .06$ ) than people in special education-related positions ( $M = 3.26$ ,  $SD = .05$ ).

An interaction effect of position type and year on participants' ratings on items of the *State Consultant Services* scale was found,  $F(1, 149) = 4.76$ ,  $p < .05$ . For participants in non-special education-related positions, ratings of their state consultant's services increased significantly from *Year One* to *Year Two* while ratings decreased for participants in special education-related positions. Table 13 displays the mean ratings per scale by position type and year.

Table 13

Mean Scale Rating by Position Type and Year

Scale	Position Type	Year One <i>M (SD)</i>	Year Two <i>M (SD)</i>	Mean Difference
Focused Monitoring Training	Non-Special Ed.	3.45 (.63)	3.20 (.63)	-.25
	Special Education	3.21 (.79)	3.19 (.62)	-.02
Team Effectiveness & Understanding	Non-Special Ed.	3.52 (.44)	3.39 (.45)	-.13
	Special Education	3.25 (.48)	3.27 (.40)	.02
Resources	Non-Special Ed.	3.58 (.79)	3.54 (.80)	-.04
	Special Education	3.56 (.89)	3.48 (.82)	-.08
Reflections on Focused Monitoring	Non-Special Ed.	3.81 (.81)	3.43 (.72)	-.38
	Special Education	3.86 (.67)	3.31 (.61)	-.55
State Consultant Services	Non-Special Ed.	3.37 (.56)	3.72 (.53)	.35
	Special Education	3.75 (.69)	3.66 (.56)	-.09
Planning and Goals	Non-Special Ed.	3.75 (.86)	3.53 (.58)	-.22
	Special Education	3.74 (.83)	3.45 (.61)	-.29
Use of Data	Non-Special Ed.	3.53 (.58)	3.65 (.61)	.12
	Special Education	3.53 (.69)	3.54 (.66)	.01

The practicality of these results must be taken into consideration. That is, although participants of non-special education-related positions showed higher levels of agreement on positive perceptions in these variables than participants of special education-related positions, both groups basically view their experiences with the planning and goals process and the state consultant services positively.

### Elementary and High School District Differences

School districts were categorized into districts that were strictly elementary school districts and districts that were strictly high school districts. Multivariate tests of significance were performed to determine any differences between participants of these two groups and their perceptions on the scales. Two significant differences resulted in the areas of *Planning and Goals* and *Team Effectiveness and Understanding*. There was a main effect of year on the *Planning and Goals* scale,  $F(1, 95) = 5.98, p < .05$ . Overall, participants in elementary and high school districts were doing less goal-planning activities in *Year Two* than in *Year One* of FM implementation. There was an interaction effect of year and school district type on the *Team Effectiveness and Understanding* scale,  $F(1, 99) = 6.10, p < .05$ . Participants

from elementary school districts reported doing more planning-and-goal-related activities than participants' reports from high school districts. This result is different from the *Year One* results where participants from high school districts reported higher levels of planning and goal-related activities compared to their elementary school district counterparts. Furthermore, there was no effect of district type on the *State Consultant Services* scale in *Year Two* as there was in *Year One* (when participants from high school districts had more favorable ratings of the services provided by their state consultant than the ratings by elementary school district participants). By *Year Two*, participants were highly positive about their state consultant's services, regardless of district type. Table 14 displays the mean rating for each scale by district type and year.

Table 14  
Mean Scale Rating by District Type and Year

Scale	District Type	Year One Mean (SD)	Year Two Mean (SD)	Mean Difference
Focused Monitoring Training	Elementary	3.34 (.72)	3.16 (.67)	-.18
	High School	3.23 (.58)	3.28 (.51)	.05
Team Effectiveness & Understanding	Elementary	3.25 (.40)	3.55 (.45)	.30
	High School	3.38 (.34)	3.28 (.38)	-.10
Planning and Goals	Elementary	3.94 (.09)	3.58 (.87)	-.36
	High School	3.39 (.69)	3.49 (.38)	.10
Use of Data	Elementary	3.56 (.62)	3.82 (.79)	.26
	High School	3.62 (.44)	3.53 (.55)	-.09
State Consultant Services	Elementary	3.59 (.37)	3.79 (.74)	.20
	High School	3.55 (.72)	3.62 (.46)	.07
Reflections on Focused Monitoring	Elementary	3.71 (.87)	3.63 (.97)	-.08
	High School	3.64 (.58)	3.24 (.42)	-.40
Resources	Elementary	3.43 (.92)	3.41 (.66)	-.02
	High School	3.51 (.83)	3.43 (.59)	-.08

The following section, **Overall District Trends**, presents the interview and survey data for each of the evaluation questions for *Year Two*: (1) What is the effect of Focused Monitoring on KPIs, local indicators of student performance, and other indicators of program success? (2) What factors influences the success of Focused Monitoring for *Year Two*? (3) How can Focused Monitoring be strengthened? The

evaluation questions will be discussed with an emphasis on *Year Two* findings. Progress from year to year will also be addressed.

## Overall District Trends

In addressing the evaluation questions, the data is presented descriptively, drawing mainly from the survey data (including open-ended responses) and the 10 district administrator interview analysis. When appropriate, the state consultant interview analysis is also included.

### **(1) What is the effect of Focused Monitoring on California's Key Performance Indicators, local indicators of student performance, and other indicators of program success?**

To answer this question, a variety of data sources were used, including California's Key Performance Indicator data, survey data, open-ended survey response data, and the district administrator and state consultant interview analysis.

#### ***Key Performance Indicators***

Data from the Key Performance Indicators (KPIs) indicate slight improvements in some areas and minor declines in others. Improvements and declines varied by district. The greatest improvements occurred with the increase in the percentage of students with disabilities exiting with a diploma, while the percentage of students exiting with something other than a diploma (e.g., certificate of completion, GED, or other) decreased from *Year One* to *Year Two*. This suggests that the percentage of students who might have exited with other than a diploma were participating in the general education curriculum and able to exit with a diploma. The reader is asked to refer to Appendix B for data tables of each KPI or each district.

#### ***Survey Scale Analysis***

Three scales, the *Planning and Goals*, *Use of Data*, and *Verification Review* scales, measure change in the effect that Focused Monitoring is having on indicators of student performance and program success. Initial comparison of *Year One* (1999-2000) and *Year Two* (2000-2001) survey data indicates that there have been moderate changes in district teams' planning activities and establishing goals but no change in the teams' use of data in order to make decisions about program/curriculum changes or improvement in student outcomes.

Multivariate tests were run to determine differences between *Year One* and *Year Two* perceptions on the scales, *Planning and Goals*, *Use of Data*, and *Verification*

*Review.* Indeed, there were no differences in perceptions between *Year One* and *Year Two* on the *Planning and Goals* and *Use of Data* scales. While there was a significant difference between years for the *Verification Review* scale ( $F [1, 129] = 37.03, p < .001$ ), there were substantial changes made to the *Verification Review* scale in *Year Two*, which makes for cautious interpretation of the changes. Therefore, the data will be discussed descriptively, drawing mainly from the open-ended survey data and the interview analysis.

Table 15 depicts the survey scale means for *Year One* and *Year Two* of Focused Monitoring implementation. The final column indicates mean changes from *Year One* to *Year Two*.

Table 15

Comparison of *Year One* and *Year Two* Average Rating on Planning & Goals, Use of Data, and Verification Review Survey Scales

Survey Scales	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Planning and Goals	83	3.03 (.47)	77	3.05 (.62)	0.02
Use of Data	84	3.31 (.57)	78	3.23 (.50)	- 0.08
Verification Review	82	2.22 (1.15)	72	3.26 (.57)	1.04

*Note.* Data is based on a matched sample of districts. Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## PLANNING AND GOALS

Specifically, district team members' perceptions of the activities related to planning and goal attainment remained relatively constant as the mean for the *Planning and Goals* scale increased from a mean of 3.03 in *Year One* to a mean of 3.05 in *Year Two*. The ratings are still positive indicating that district teams were still involved in planning activities, including effective practices, in order to improve student outcome in *Year Two*. Furthermore, the teams believe the planning process is effective and are involved in overseeing the implementation process of the plan.

### *Open-ended survey data*

The first year of Focused Monitoring focused on planning and decision making, especially with regard to the KPIs. District team members met to decide which KPIs would be the attention of three years of the pilot project and began the

planning process of improving them. *Year Two* of FM was about implementing the plan for improving the selected KPIs. There were major four KPIs that district team members highlighted: literacy, increasing inclusion of students receiving special education in the general education curriculum, and increasing the percentage of fully certificated staff.

***Improving literacy.*** One of the KPIs that eight of the districts (whose team members responded to the survey) chose to improve was to increase the average performance of students with disabilities on measures of improvement. Planning for the improvement of literacy usually focused on finding a program or programs to use, training teachers to use the program and finally implementation of the program. Districts mentioned that their students were making progress in their ability to read – a result that seemed to boost district team members’ energies in engaging in Focused Monitoring activities.

With implementation of the programs came successful components and issues that contributed to the barriers to improvement. These successes included program implementation, teacher training in the chosen literacy program, and the main target of improvement in reading scores.

There were, however, barriers to improving literacy. For example, time to train and implement programs and funding for buying programs and materials were the main barriers. Specifically, many team members mentioned that there was not enough time to train all teachers in the district or be able to review the teachers who did receive training to make sure that they were implementing the program correctly. Another issue was the funding problem, particularly in buying a program and training teachers, and for continuing the program once the FM pilot program has ended. Without sufficient funding, district members feel that they will not be able to sustain progress in providing quality programs and trained teachers to the students in need.

***Increased inclusion.*** Another KPI chose by the district team members (of 10 participating districts) was to increase inclusion of students receiving special education services in the general education curriculum. Many team members mentioned that they were achieving success with this goal. With very little exception, team members said that they have successfully increased the integration of students with disabilities with their non-disabled peers.

Districts have sent teachers and staff for training on inclusion so as to be able to implement a model of inclusion that works best for the students within the district. Barriers to improving this goal were split along high school district and elementary/unified school district lines. Members from high school districts mentioned that there were not enough classes in the schedule to fully implement this goal and that general education teachers need to be trained in differentiating instruction to meet the needs of students receiving special education. Members from elementary and unified school districts mostly mentioned that philosophical differences between general and special education teachers were getting in the way of implementing this goal to the fullest. In all three district types, it seems that district members are recognizing the need for collaboration between general education and special education staff in order to make inclusion a priority.

***Increasing fully-certificated staff.*** Eight districts described implementation of a third KPI, to increase the percentage of fully certificated staff. Team members described improvements in this goal, including developing an aggressive recruitment campaign at local and national levels and the actual increase in the percentage of teachers who are certificated.

However, districts are still struggling with several issues that impact improvement of this goal. For instance, several school districts mentioned that many special education teachers are leaving due to the lack of support from the special education department and school sites. Other team members mentioned competing districts that provide higher salaries lure current and potential teachers away from their own district leaving them with a shortage of teachers. Finally, a shortage of teachers in general makes it difficult to improve this KPI completely.

***Other KPIs.*** Fewer than five districts reported focusing on the following KPIs: increasing the number of students in special education exiting with a diploma; accurately identifying the unique needs for specially designed instruction for all students with disabilities; decreasing the disproportion of placement by ethnicity and disability categories; increasing the percentage of students receiving special education who participate in STAR testing; and increasing the test scores of students with disabilities.

## USE OF DATA

Although there was a slight decrease in mean ratings of perceptions for the *Use of Data* scale from *Year One* to *Year Two*, team members continue to find the KPI data



useful for determining progress. Furthermore, the districts have the information or data to determine whether or not improvement has been made in their KPIs. Comments from the open-ended survey data illuminate the positive changes in the KPIs and barriers to the success for improvement.

### ***District Administrator and State Consultant Interview Analysis***

***Program planning and implementation.*** District coordinators reflected more about the KPIs, particularly the use of data and how they influenced planning from the interviews. The primary difference between *Year One* and *Year Two* was program implementation. In *Year One*, districts were learning about the FM process, including the definition of the program and the different components that are involved in the process (e.g., verification review, effective practices plans, procedural guarantees plan, etc.). *Year One* activities revolved around selecting KPI outcomes that districts wanted to improve and the beginning preparation of plans to achieve improvement. In *Year One*, several district coordinators mentioned that they were just starting to make curricular and program changes in their districts. As one coordinator stated:

I think it's too soon to really provide specific examples. It's too soon to say that we point to specific things that have happened. We're talking 4 1/2 to 5 months of school time since this thing started, and we have two years to go, so we're just beginning here. (8.YR1)

In *Year Two*, team members further developed these procedures and plans to address areas requiring improvement: "We look at our data, we look at our records, and then we generate some information. Here's what's happening in our district, here's what needs to be addressed" (06.YR2). These procedures and plans might include program purchasing, teacher and staff training for program implementation, and participation in learning institutes (e.g., literacy, inclusion). As one coordinator stated, "I think *Year One* was just the planning and organization and setting baseline data. And, now *Year Two*, we should hopefully start seeing those improvements" (12.YR2). By *Year Two*, several districts were already seeing the fruits of their labor. One district coordinator, when asked whether there has been progress in improving the KPI goals, remarked:

Yes, definitely. Our counselors have been trained, and our school psychologists and our teachers [also] to make sure we identify as much general education opportunity as

possible. To have as many kids in 100% mainstream classes with resource collaboration. One KPI is to have students more integrated to general education, that's definitely being sought after and implemented. So the district is using my KPI data to improve our status. (06.YR2)

Another coordinator recognized the progress that the district is making and stated:

We're a difficult district, an inner city school district which has had a lot of issues in the last years. So, I think from what I heard, they're pleased with the progress that we're making. We're not perfect but we're on our way. We're going in the right direction. We're not getting worse, at least. (09.YR2)

Similarly, the majority of state consultants also perceived *Year One* as a planning year and *Year Two* as an implementation year for addressing selected KPIs and further developing the FM team's ability to work effectively together. One state consultant provided an analogy that best addressed the time and understanding that it takes to implement a program effectively and successfully:

It's like when I had a very difficult urban classroom.... You might spend the first four months on classroom management, and I would feel bad because we weren't learning to read. But my mentor said, "If you don't do this first, you're not going to get to the other stuff." You have to create a safe environment. And it's only a six-hour environment. You can't change the whole world. And then you get on to the other stuff. And it's true. It's the same way with adults and working with groups of people. If you do not address the culture, and the environment, then you're not going to make any changes. (SC6.YR2)

***Addressing the KPIs.*** In *Year One*, several of the districts decided to improve literacy. District coordinators mentioned several reading programs (e.g., Read Naturally, Corrective Reading, and Language!) that team members decided to implement as a way to improve literacy in their students. In *Year Two*, district coordinators remarked on noticeable improvements. One coordinator exclaimed, "Oh, yes, incredible amounts of improvement. Yes, all of the kids made positive gains which is incredible!" Yet, other districts mentioned that not enough time had passed to allow them to determine improvement and progress:

Really, the program started this year. All last year [*Year One*] it was just planning, and we did some spinning of our wheels to be quite honest. We really didn't even get the KPIs finalized and identified and get the plan written until summer or September. And

then all the training of the teachers and buying the programs didn't happen until, I don't even know what month that started. I don't think there's been enough time yet. (10.YR2)

We have submitted some data to our state consultant and we've seen that grades are up and discipline referrals are down. We can also see that progress has happened in our Summer Reading Camp Program. Students have made reading progress, and also on our fast-track program we have data that shows that students have made progress using multiple measures and fast-track. We collected those at the end of last year and won't collect them again at the end of this year. So, that's going to be the big major accountability, it hasn't happened yet. (11.YR2)

Other districts were still grappling with using the KPIs in determining whether or not progress was being made. For instance:

The first difficulty we had, and we spent basically a year on it, was standardizing the measurement. One school site's 80% was different from another school site's 80%. Why? How could it be different? Well, one school site counted lunch as part of the 100%, and another school site didn't count it as part of the 100%. So, you have students being the same number of minutes in the special education environment, being in school the same number of minutes, and yet it's a different percentage result coming down. Once we became standardized, that was our real starting point. Now that we've cleaned up our act, as it were, and are providing data that has a common measurement from all school sites, we're getting a much clearer picture. (08.YR2)

KPIs are not useful, and I think everyone understands that. I think the State Department knew that the KPIs were really not a good way to bring people into this. Some of the KPIs are just stupid. For example, one of them has to do with how many special education students score above the 50<sup>th</sup> percentile on the SAT9, which is just a really dumb KPI because everyone knows that if the students scored above the 50<sup>th</sup> percentile, the chances would be that they wouldn't need special education. And, then, also there's no real direct relationship to the KPIs necessarily into our Effective Practices Plan. There is kind of a tangential relationship, but the KPIs are not really at the core of what we're looking to change necessarily. Although we would hope that they would change, but they haven't been terribly useful. (11.YR2)

Similar to district administrators' comments, state consultants commented on the progress in the KPIs by districts that they oversee. One state consultant expressed concern over the progress that was being made by a district that he oversees.

Just that they don't make much progress. It's very slow. ...Although this last time, we found out that they had done a little more. So maybe I'm just pessimistic. They're not moving fast enough for me. (SC2.YR2)

Although the KPI data are being used to determine progress in the districts' improvement efforts, there are districts that seem not to be as concerned about issues with the KPIs as other districts, as long as measurable progress is being made.

**Data Sources.** Districts employed several data sources to inform their plans about improvement including, CASEMIS, the KPIs, the Procedural Guarantees Plan, and the Effective Practices Plan. Districts have been able to see the data they have been collecting on the KPIs that seem to illuminate prior practices that help improve compliance or outcomes. Districts were able to keep track of areas that need to be corrected or changed. For example, districts monitored the data, like compliance on IEPs, to determine what is happening at the district and site levels:

The successes have been wonderful. I have a monitoring chart where the schools have to report every month on MIS data to make sure that they're in compliance. We update the data every month to make sure that IEPs and things are done. The successes are that some of the schools are 100% every month. A few of the principals are doing it marvelously. So, it just makes my job easier, and I don't have to keep calling them. So that took a few months to start and have it run smoothly. That's definitely a success story of some of the schools, they can open up their log and it's all there. So, it's easy to monitor if we start falling behind. So we use our data collection system to appraise the school sites as to how they are doing relative to [compliance] issues. (06.YR2)

With respect to planning and evaluating progress of improvement in districts' special education service delivery, there were mixed reviews about using KPI data. One district coordinator remarked on the helpfulness of KPI data for evaluating progress:

It gave us a focus, a place it start, if you will, and that was something that [the state consultant] got us to do in our first meeting we had in November of 1998, start with those KPIs. That kind of got us started and gave us a focus because at first we were just kind of pie-eyed like, "Okay, what do we do? And what is Focused Monitoring?" Even after our Fremont conference, we were still struggling. But that gave us the focus of where to go and again that kind of evolved from [the state consultant's] assistance as to where we are today. (03.B.YR2)

However, another coordinator was critical of the use of KPI data in determining progress, a comment reminiscent of *Year One* attitudes toward FM:

I think they're useless... When you want to measure something, you do it to a standard. First, you develop the standard, and you justify the standard, and the standard is common. Whether it's a measurement of IQ or whether a measurement of distance, or any kind of measurement, it has to be standardized. The KPIs were developed very much on anecdotal and emotional kinds of bases. For instance, take the simple one to improve the student's participation in the general education environment to more than 80% of the time. They have no justification for 80% of the time. Why 80, why not 62, why not 93? It's like, why is an "A" 90%? Unless you standardize it, unless you have some justification as to why that is the benchmark, there is no validity. That's why I don't think the KPIs are valid. (08.YR2)

As mentioned before, each year has had a different effect on the implementation process within each district. Overall, *Year One* was a year of understanding and learning about this new process, specifically as to how it addresses compliance and improving student outcome. An important component of this understanding and learning during *Year One* was why they were noncompliant with special education regulations. *Year Two* was focused on implementing the new process. District teams more clearly understood the process and what was expected of them as well as what they could expect from the state in terms of support (e.g., resources, services, and so forth). One coordinator stated it best:

I only know that for *Year One* we're out of compliance, we're in trouble. We've got a lot of that fixed. In *Year Two* we're getting to understand what we did wrong, we've developed mechanisms and procedures to get things right. So, by Year 3 what I expect is that all the knowledge that we gained in *Year Two*, in Year 3 will be implemented for. (06.YR2)

## VERIFICATION REVIEW

Perceptions on the *Verification Review* scale were much higher in *Year Two* ( $M = 3.26$ ,  $SD = .57$ ) than in *Year One* ( $M = 2.22$ ,  $SD = 1.15$ ) suggesting that student record files continue to be monitored and checked for compliance and non-compliance items. Moreover, district team members believe that their student record files are much more in compliance with IDEA '97 than they were in the previous year. However, interpretation of this difference between years must be made cautiously as there were fewer items in the scale for *Year Two* than for *Year One*.

***District Administrator Interview Analysis***

The interviews with district coordinators revealed similar sentiments from the surveys. In *Year One*, there was a verification review of student record files. As a result of the review, district team members, with their state consultant, determined corrective actions to address items that were systematically noncompliant. In *Year Two*, district team members, staff, and the state consultant determined whether student record files met compliance with special education regulations as a result of implementing the corrective actions.

***Incentives.*** There are incentives for district staff, particularly teachers and FM team members, to participate in the necessary corrective actions as a result of the verification reviews. Most often, the incentives revolved around feelings of self-satisfaction that staff is seeing improvement, which then leads to feelings of empowerment:

[There is incentive] basically for a job well done. No, for maintaining compliance, the teachers know that we've been under two years of very severe scrutiny from the state and from the Office for Civil Rights. And, the fact that they're both signing off, as we speak almost, both branches of government are signing off in the near future that we're in full compliance. That's a very strong incentive. We were in the cellar. When we did our December 1 review of records, [we were] in the highest level of compliance among all 13 districts [in a 13-district county]. So, it was an incredible turnaround. And, I think that's an incentive, that helps teachers take ownership and be happy about the results. (06.YR2)

Well, there's a couple of things. One is, our team is really kind of an interesting cross-section because I've got a few brand new teachers, but for the most part it's a lot of guys that have been around for 10 to 25 years, and they've been in Special Education most of the time. And, a lot of it is self-satisfaction of seeing, we need to make things different, that's been kind of the cry that's come from a lot of teachers. We need to do things differently. Okay, if you want to do things differently, then jump on this bandwagon with me and help me do it because I'm not going to do it alone. And you guys hate me as an administrator when I make my edicts, so you guys make the edicts. And, there's a feeling of control, of empowerment, if you will, that the teachers really like and that our district fosters. I've even heard some of the teachers say, "How do I get on this FM team because, gee, I hear you guys get a nice lunch and we get away from school for a day." And I say, well it's a lot more than that, it's a lot of work, and I think that's really helped. So, [for] some of them, it's more of a self-satisfaction, I finally feel like I'm doing something and I can make something happen. (03.B.YR2)

**Verification Review versus CCR.** With respect to the Verification Review and the CCR process, district coordinators made clear distinctions about each type of review. The verification review was a more involved and intense process than the CCR process because the district had to go through each of the components of the IEP in order to determine the items that were noncompliant. However, the verification review was helpful, albeit tedious, because districts were able to identify those noncompliance issues that needed to be addressed. Some examples include the following:

I think the verification process is a lot more specific; it gets into a lot more detail as to how the district provides service. They look for real systemic issues. I don't know if CCR does as well. They want the teachers to make sure that services are provided and such, and that there's a mechanism in place to make sure that services continue to be provided. Sometimes, personnel fall short of their target. (06.YR2)

Well, the verification review actually has us looking at documents, having our hands on documents. When we're doing the self-review, our team is just sitting down and we're going over the items and just anecdotally deciding whether or not we're doing it. So, the self-review is bound to be much more positive than the regular verification review, because there were things that we thought we were doing that all of the teachers were absolutely not doing, and there were practices that we thought that we had in place that were absolutely not in place. Well, as long as we have IDEA and as long as it needs to be implemented on such a minute scale, I guess I think it's valuable. I hate to say that, because it's just an incredibly intense process for someone in my position it's incredibly encumbering. (11.YR2)

The Verification Review is concerned with systemic issues. It makes sure that services are provided to students and that there is a mechanism in place to provide them—CCR does not do this in depth as much as the Verification Review. Because CCR is global and more superficial than the Verification Review, district personnel think they are doing the things they are supposed to be doing to ensure compliance, but the verification review results tell them they are not: “The verification really tells me what folks are doing at the sites because you go in and really take a close look to make sure the 11 components of an IEP are there.” (03.B.YR2) Another coordinator elaborated on the comparison:

I think, I like the verification review than the self-review [CCR] because [with] the self-review, you know you're doing it, but you're kind of justifying the things that you don't have or you do have it, but then you figure that you don't have it in this [file] but I have it in this file so I am OK; whereas when the verification review team comes, they figure,

"Hey, if you don't have it in one that means you don't have it." So this year, it was done in a collaborative way, and they came in and we looked at the files together, and we felt so comfortable to be able to say, "Hey, I don't have it in this file," and that's OK. This tells me that I need to get it done, and so when we sat down and came up with all the items that we felt we needed to work on, I found that the district, ourselves, we were bringing up more issues than what the CCR was bringing up. And, that's because of the comfort level that we were in and we felt that is not threatening. (14.YR2)

This coordinator went on to discuss the value of the Verification Review (over the CCR process):

[The verification review is] very valuable because it really made us aware of the areas where we needed to be more organized in or where we needed to work on. For example, we thought the teachers fully understood the new IEP form and then when we were reviewing it, they didn't understand it as well as I thought. (14.YR2)

Other coordinators who were initially negative about the process also perceived the Verification Review to be of value. For instance:

At first I thought it was garbage, but I found it very valuable. Last year I thought it was total garbage because they [state consultants] didn't know what they were doing. The forms were wrong. They had to revise and change them. They changed the process. I felt this year that when they knew the process, it was very helpful for us to see where our strengths and weaknesses were. We knew what the process was, and it helped tremendously. When you don't know what the process is and you're going from month to month being hand-fed stuff and told, no that's wrong, now use this form, it's worthless. And, also, last year [Year One] they were supposed to start in September [1999] and we started in February [of the following year]. Whereas this year we've had a full year and it made a huge difference. (09.YR2)

However, as one coordinator succinctly stated, both the Verification Review and CCR exist "strictly to satisfying the law and being able to prove that you're satisfying the law." (08.YR2).

There were varying responses regarding asked whether the Verification Review should replace the CCR process. For instance, some of the coordinators believed that the Verification Review should replace the CCR process, as exemplified in the following quotes:

Because it is non-threatening and it's not a "dog and pony" show is the best way to describe it for me. You know they're coming, and they give you ahead of time what they are going to look for, and you get these little boxes already to go. They come in and walk out, and this is what you were wrong on, and you need to correct and send us a paper on



how you are going to correct it—versus the way they came in this time was, yes we got a little box ready and everything, but at the same time they said, “Okay, these are the areas you need to work on. When can we come in and help you with this if you need help?” See, so that was so much different. (14.YR2)

Personally, I think so. I think it’s sufficient, I don’t see why we need both, to be honest with you. School districts are going through a lot to maintain their compliance, and if you’re in compliance with the verification process, I don’t see the need for further scrutiny. (06.YR2)

However, one administrator explained the benefits of having both systems implemented, yet offered a caveat:

I think you need both systems, I don’t think they should be done to the same school in the same year. CCR is pretty inclusive because it gives you a really good picture of the entire school and how you’re doing in categories. But a verification [review] is more a roll up your sleeves and let’s get really dirty kind of thing. And, I don’t think a school should go through a verification and CCR in the same year, that’s just too much work. It kills the staff. (03.B.YR2)

While the CCR process allows for a general perspective on the activities of the district, including areas that need attention, the Verification Review, on the other hand, are extremely telescopic and focus only on special education compliance. Only two district coordinators were negative about either type of review, and most of the coordinators seemed positive about the ultimate outcome of these processes, which is compliance with special education regulations.

## **(2) What factors influence the success of Focused Monitoring during Year Two?**

To answer this question, a variety of data sources were used, including survey data, open-ended survey responses, and the district administrator and state consultant interview analysis.

### ***Survey Scale Analysis***

Four scales, the *Focused Monitoring Training*, *Team Effectiveness and Understanding*, *State Consultant Services*, and *Resources* scales, measure factors that contribute to the success in implementing Focused Monitoring within the districts.

Multivariate tests were run to determine differences between *Year One* and *Year Two* perceptions on the scales *Focused Monitoring Training*, *Team Effectiveness and*

*Understanding, State Consultant Services, and Resources.* There were no differences in perceptions between *Year One* and *Year Two* on the *Focused Monitoring Training, Team Effectiveness and Understanding, and Resources* scales. There was a significant difference, however, between years for the *State Consultant Services* scale ( $F [1, 129] = 10.09, p < .01$ ). Survey participants perceived their state consultant to be more helpful in providing assistance and resources with respect to the Quality Assurance Agreement, effective practices for addressing issues of compliance, and more available in *Year Two* compared to *Year One*.

In Table 16 are presented survey scale means for *Year One* (1999-2000) and *Year Two* (2000-2001) of Focused Monitoring implementation. The final column indicates mean changes.

Table 16

Comparison of Year One and Year Two Average Rating on *FM Training, Team Effectiveness & Understanding, State Consultant Services, Resources, and Survey Scales*

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
FM Training	83	3.04 (.62)	79	3.09 (.59)	+ 0.05
Team Effectiveness and Understanding	86	3.20 (.43)	80	3.03 (.51)	- 0.17
State Consultant Services	84	3.11 (.56)	77	3.31 (.56)	+ 0.20
Resources	73	3.03 (.52)	71	3.08 (.61)	+ 0.05

*Note.* Data is based on a matched sample of districts. Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

Comparison of *Year One* and *Year Two* survey data for the scales, Focused Monitoring Training, State Consultant Services, and Resources indicates that there have been positive changes. District teams were slightly more positive about their training experiences, especially with regard to the leadership training.

### ***Open-Ended Survey Data***

From the open-ended survey questions, team members reported several issues that were a barrier to success and elements that were successful. *Year Two* barriers

contrast with *Year One* barriers. Specifically, the barriers in *Year One* of relate to district team members learning about the FM process, whereas in *Year Two*, barriers reflect team members' realizations of the elements they find crucial while in the implementation phase of FM activities. The successful elements increased substantially from *Year One* to *Year Two*. In *Year One*, district members began to notice improvements in communication and collaboration. They also reported the development of improvement programs as a success of Focused Monitoring. By *Year Two*, the elements of communication and collaboration continued to improve; however, the fruits of the teams' labor were beginning to emerge, including improvements in the districts' selected KPIs and compliance with special education regulations. Table 17 presents the barriers to success and successes from *Year One* to *Year Two*.

Table 17

Comparison of Year One and Year Two Barriers and Successes of Focused Monitoring Implementation

	Year One	Year Two
Barriers	<p>Too Time-Consuming</p> <p>Better Timelines</p> <p>More CDE Involvement</p>	<p>Time to meet as team</p> <p>Time to train teachers and staff</p> <p>Money</p> <p>Communication between District and State</p>
Successes	<p>Collaboration between General Education and Special Education Teachers</p> <p>Development of Improvement Programs</p> <p>Communication between District and Sites</p>	<p>Collaboration between General Education and Special Education Teachers</p> <p>Training of Teachers and Staff</p> <p>Implementation of Improvement Programs</p> <p>Improvements in KPIs</p> <p>Dialogue emerging within District</p> <p>Communication between District and Sites</p> <p>Compliance</p> <p>Awareness of Special Education/Sensitivity</p>

## FOCUSED MONITORING TRAINING

The success of the FM process in school districts is influenced by several factors and includes the training that FM team members receive. From the survey scale analysis, participants remained positive about their experiences with the training and the skills they received in order to be able to facilitate change working as a team.

### *District Administrator and State Consultant Interview Analysis*

During *Year One*, districts were categorized as either collaborative review districts or facilitated review districts (see *California Department of Education Focused Monitoring Technical Assistance Evaluation: Year One* report for a description of these review types). All districts reported that they received some form of training or in-service by the state during *Year One*. This training was provided by the CDE and

primarily served as an introduction to the FM process. In addition, facilitated review sites received leadership training by an independent contractor.

**FM TA training.** The implementation of such a complex, high-stakes program was quite ambitious and equally challenging for both the CDE and many of the FM districts. District coordinators tended to express concerns regarding the FM process and about the information they initially received in training. Oftentimes, they did not understand the value or intent of the FM process, and in some cases implementing the FM process created a heightened level of frustration because the state constantly changed procedural direction.

I felt that the actual implementation training was hit and miss. And that they really didn't have all the information, and they weren't ready to present the information. They presented it and then they constantly changed. So, I really felt that the state department needed to get their act together before they expected to be able to move forward. (09.YR1)

I think that what we had from the state was very confusing. And I think that—we've had different messages all through the year in terms of what we do and we don't do and where we're supposed to be headed and that's been very confusing then in trying to train my staff. (05.YR1)

Although most of the FM coordinators reported concerns about the implementation training during *Year One*, one FM coordinator provided an optimistic rationale for apprehension and confusion in his district by stating, “We don’t have any HOOKS to put the stuff on. At least at this time.”

**System change and leadership training.** In addition to FM implementation training, which included district responsibility and accountability components (e.g., Verification Review, Quality Assurance Program), the facilitated districts received leadership training in *Year One* by independent consultants. Of the districts that received this leadership training, the majority reported that it was beneficial to their district’s FM team.

No, the trainers were independent. And, they had objectives that started from a knowledge base of zero, and initially built teams as groups through trust building activities and so on, and then led into a process to develop common objectives, and then another process to involve the tasks—define the task necessary to achieve the objectives and so on. For those who went through the entire process, they came out a group who were—had a bond and had or had the ability to achieve common objectives, and then

also had that component of "All right, this is where we want to go, now this is how we're going to get there." (08.YR1)

Uh, basically decision-making process, how you make decisions, uh matter of fact, the trainers have been so good we have brought them in to work with ALL [emphasis] s the administrative staff a couple of evenings this year, three times. (10.YR1)

As indicated earlier, all districts categorized as collaborative review in *Year One* were categorized as facilitated review for *Year Two* and thus were slated to receive leadership training by independent contractors in *Year Two*. *Year Two* included ongoing leadership training as well as other types of training that districts coordinated either through their state consultant or in collaboration with other divisions in their school district.

Some of those things were like how to get results. Leadership and management kinds of things. What does leadership look like? And then he gets into aligning our philosophy with what's going on in the district, and some of the things like what needs to change so that the right decisions are made at the right time. Those kinds of things. And then he talks about empowering and modeling, and we had to have some follow-up sessions with our study buddies, so to speak. This is a district thing, but still it relates to the Focused Monitoring team. (14.YR2)

***Professional development.*** While *Year One* included general informational and some implementation training for all districts, *Year Two* included training that was based on specific district needs. Some FM coordinators described training in terms of attendance at conferences. For example, FM coordinators discussed attendance at a CalStat conference and described it as "more of a networking type of conference." (14.YR2). They also discussed the many benefits from their district's attendance at this conference. For example,

We've used most of our money to provide trainings for our teachers and for other regular education teachers as well. There's been massive numbers of literacy training. All kinds of literacy training. Also other trainings related to writing training, and other trainings as well. (11.YR2)

And what happened was we looked at the KPIs and we looked at what other districts are doing to get ideas from them and we addressed different subjects like behavior, test score, the IEPs, staff development, the functions of regular education and special education, inclusion and on and on. (14.YR2)

## TEAM UNDERSTANDING AND EFFECTIVENESS

Participants' perceptions of aspects regarding the team were slightly lower in *Year Two* than in *Year One*. There was a .17-point decrease in the team members' understandings of the team process, including how the team works together and the roles members play in the process.

### ***District Administration and State Consultant Interview Analysis***

***Team meeting activities.*** The interview analyses demonstrate that district teams are active in FM implementation. The FM team meetings conducted during *Year One* served as a buy-in, planning and preparation platform over actual program implementation to improve KPIs. Implementation efforts, leadership development, and capacity building, for the majority of districts, really began in *Year Two*.

Well, many of the teachers are going to the trainings and implementing the literacy programs in their own classrooms. Also they're teaching after school, a Rewards Program, which is another reading program. They've become very active in the leadership team in our school, and are seen as the literacy team at the school, so the Special Education department with the help of the Focused Monitoring process has become kind of the literacy team, and now kind of drives the whole literacy effort. (11.YR2)

And we have monthly meetings with our Focused Monitoring team, and again it's been self-generating. So if I were to die tomorrow, the team would continue. It's to that point where it will continue; it's not going to go away. So the team is a tight group, and we've actually expanded it now to include more of our stakeholders. (03.B.YR2)

It began with the Focused Monitoring team leadership training, in October of '99. And from that team we went out and started infiltrating the various sites and departments, and pulling them in so we could expand our base. And then we've held monthly meetings with our CDE rep, and this past August we had a district wide retreat for three days where we pulled in—it was voluntary and not everyone was there, but a large percentage of the entire district staff were there. We were breaking down communication barriers, finding out what the problems were, setting direction for the district, getting everyone involved in that conversation. Since then we've continued our monthly meetings, brought in other training—the Full Inclusion and the SELPA—as they were identified as part of our concerns. We've had a yearly community forum where community leaders and any interested community members were invited to participate again in that conversation, to get interaction and guidance. I'm not sure where else you want me to go with that one. (14.YR2)

**Depth of implementation.** In trying to implement a new program as far reaching as Focused Monitoring, a challenging and important factor to consider is that school sites are at different places on the implementation continuum. One FM coordinator discussed how each FM team member in her district takes a turn serving as chairperson for a FM team meeting. This has the potential to not only strengthen team effectiveness, but to increase accountability. That is, each FM team member experiences being a follower and a leader.

I think that we discuss things that are happening and what our plan looks like. When they go back to the school site, they're all doing it differently, because they're different schools, of course. So if we're trying to improve something, they will try different methodologies, and then they come back the next month and report back what's happened. What happened in staff meetings, how they discuss things, what they're trying. Because the plan doesn't include all the little details. So they'll talk about what they tried in their schools, what's successful and what they need to continue to do. Like on referrals, or the general education teacher in the IEP meeting, and those things.

There are different groups at different levels in our district. There's like a steering group that deals primarily with policy and the overall large picture. Then you break down into school units, of people who are from school sites who are involved in the process, but are not in the steering committee level. They're in the nuts and bolts school site level. Occasionally we meet all together, but more frequently there are formal and informal groupings at both of those levels. Recently we brought in all of our district administration, the entire leadership group in the administration, and really melded them into the steering committee group. So the steering committee group has just enlarged, we've met several times in that format, and we'll be meeting again over the next fifteen or twenty days to finalize direction for this year and clear it up for next year. (08.YR2)

**Commitment.** One issue that continues to pervade the interviews is district administration involvement and commitment. Specifically, the key figure at the district level is the superintendent. Therefore, the relationship between the superintendent and the FM coordinator is critical to program planning, implementation, and sustainability. On speaking about commitment for implementing the FM process, one district coordinator stated:

Commitment by the entire district, especially I might say the School Board and superintendent. Without those it's just another exercise in futility. (12.YR2)

State consultants echoed the above sentiment. As one state consultant reported:



...commitment of the superintendent. If I were with another district, I would have to say the superintendent would have to be involved and be there. Not just send a designee, but be there to show support for the program. (SC6.YR2)

Another state consultant went further to suggest that the superintendent should be accountable for the FM process implementation in the district: "It's got to be superintendent [who is responsible for the success of FM]!" He continued to state the following:

First of all, the superintendent needs to establish the direction and the mission for the personnel. They need to be intimately involved and knowledgeable for all populations, including special education. They need to give a clear cut, defined vision. They also need to establish authority and responsibility at the site level, or not give them the authority and responsibility but make sure that someone does have that. I'm not going to micromanage a district but they've got to set up based on their culture and organizational ability. There needs to be a clear cut lines of communication that people know who is responsible for what and how to reach these people. These people need to be able to guarantee they get back to them within 24 hours. There needs to be opportunities for persistent dialog that takes place. This dialog needs to take place on a regular prescribed basis. That needs to be written in stone and it needs to be precious and adhered to and not messed with. (SC2.YR2)

State consultants further elaborated on challenges they encountered as they worked with their teams. One theme they cited lack of time commitment to commitment to attend meetings and be involved in the process: "I think more than anything the time. That's a barrier for everybody, whether it is the superintendent, General Education or Special Education." (SC1.YR2). Another state consultant elaborated:

The challenge is getting the commitment of the team members to attend consistently and buy in. It's a huge challenge. Then keeping the momentum is another huge challenge. You get on a roll you have a really good meeting, everybody walks out energized and then one month later people call and say, "I can't come to the meetings". So then the meeting is postponed. It's really, really, really hard. Another challenge is getting and keeping superintendent support. That's critical to the process. That superintendent needs to walk the talk, be visible as well as support us. (SC10.YR2)

Furthermore, state consultants mentioned the challenge holding the interest and motivation of FM team members. For example,

I think the challenges are to keep the team members involved until they reach consensus and develop a common objective and time line on what they are doing and when they are going to do it. (SC8.YR2)

Overall, though, *Year Two* analysis reflected gains in team effectiveness and understanding of the FM process. There is talk about effective collaboration, specific examples of measures taken to improve KPIs, multiple examples of literacy programs, development of successful procedural manuals, and so forth. For example:

I think the success is that we're moving in the correct direction. I think the collaboration is fabulous, especially having the community people there. I think it's brought to life issues that wouldn't have been brought up before. I think the success of the procedural manual and the implementation of the literacy program is phenomenal. (09.YR2)

I think we're very proud of what we've been able to do. We're very proud of our inclusion model, about the Power Program, we're very proud about taking a leadership position in the district on literacy. We've implemented both corrective reading and the language program in Special Education classes. We ran summer reading camps last summer, and we're going to do it again this summer. We're proud of our fast-track reading program which is an after school reading program that we've implemented. And our weakness is in data collection, we have lots of raw data and we think a lot of progress has been made, but the data hasn't been tweaked to show that. And also I think that the Special Education kids feel more included in school, not only because more of them are in regular education classes through the Power Program, but also because we've had luncheons hosted by the Special Education students for the whole staff and we've had family nights and have gotten our kids to perform in various ways at the luncheon and the family night, so they're feeling better and stronger about themselves and their abilities, I think. Also a part of the Focused Monitoring has been the notion of self-advocacy, which we enforce with our students to help them become self-advocates, and to help them understand what their disabilities are and how they can make those understood, and how they can ask for the kinds of support and modifications that they need to add to the core curriculum. So that's been a part of it, too. (12.YR2)

## STATE CONSULTANT SERVICES

Differences in team members' perceptions from *Year One* to *Year Two* of the services the state consultant provided increased the most with a .2-point gain. Team members believed they were getting more support from their state consultant in terms of information about the Quality Assurance Agreement (QAA), including

aspects of designing and implementing effective practices and corrective actions following the results of the verification reviews.

### ***District Administrator and State Consultant Interview Analysis***

From the interviews in *Year One*, district administrators talked about their perceptions of the quality of service that they received from the CDE/SED consultants. The perceptions of services provided by the state consultants contained some positive, but an overwhelming level of negative feedback.

**Communication.** Overall, FM coordinator comments for *Year One* suggested that the inconsistent and confusing information that state consultants received from the state and government made them seem disorganized and uninformed at times. This information, however, is vital and necessary for the district teams' ability to properly implement the ideas and expectations of Focused Monitoring in their respective districts.

Communication improved, largely because the information provided by state consultants was consistent and timely, and the vast majority of FM coordinators reported great satisfaction with the services provided by state consultants. For example,

She gave directions, first of all, in terms of format and content. She worked with each draft and helped us refine it until we had it the way it should be. She was always providing names and resources, and e-mailing resources -- literacy resources. She was even helping regular education folks around here with resources... She's helped us get the additional consultants we needed when we had to write our two plans -- the Effective Practices Plan and the Procedural Safeguards Plan -- she got the consultant for that for us. And she was here for three months in a row when we were writing that plan. Without Dr. Carr I couldn't do this. Really, she's as close as my phone and my e-mail, it's wonderful having that kind of a person so close. (12.YR2)

Well she's always available, not necessarily directly, but I called her and leave a message on her phone, and I know she'll be back to me within 24 hours. She spends time with me every week discussing issues or reminding me of my responsibilities, cajoling and bribing and so forth, in a positive way. She's flexible, initially when I had to draw a firm position because the verification process was inane, it was contradictory and so forth, and eventually came to the point where I said, "We're not going any farther. We're stopping this process until we can come to an agreement as to which of these things we're going to answer and which we're not going to answer because they're inappropriate. She kept pushing and pushing and pushing, and finally she said, "Okay,

I'll call my supervisor." And a day later we resolved the issue and we moved forward. In other words she held her position as appropriate. But when push came to shove we sat down and we negotiated as should happen, and there was no hard feelings, it was what we've got to do, let's go do it and off we go. I'm very impressed with her. (08.YR2)

Overall, perceptions of the services and communications that state consultants provided improved from *Year One* to *Year Two* for the survey participants.

## RESOURCES

Team members' perceptions of the availability and use of resources also increased slightly from *Year One* ( $M = 3.03$ ) to *Year Two* ( $M = 3.08$ ). Responses from the open-ended survey questions illuminate how the resources were used to achieve the districts' goals related to Focused Monitoring. For *Year One*, team members indicated that funding went to provide training opportunities, paying for substitute teachers and staff, and to purchase programs (e.g., literacy programs, intervention programs, etc.) in order to accomplish the goals that the districts set out for *Year One*. For *Year Two*, districts continued to use the funding to pay for programs in literacy and teacher training for the implementation of these programs. Furthermore, district staff was able to be sent to leadership conferences and other model school districts to learn about different models of inclusion and how the staff could implement similar models in their own district. Resources also came in the form of consultants (either through the state department or hired) who helped district team members with FM-related activities, including helping to clear up issues and questions, training in various areas (compliance, literacy, inclusion), and helping complete the review of student files to check for compliance. Consultants also participated in district team meetings. In essence, district teams reported positive use of their resources in order to attain their goals set out for *Year Two* of Focused Monitoring.

### ***District Administrator and State Consultant Interview Analysis***

***How the money is used.*** The interviews demonstrated continuity in district thinking, particularly with regard to the resources that were used for Focused Monitoring. During *Year One*, the majority of district administrators reported using their FM grant money to purchase curricular material for improving student outcomes and as a means for addressing the KPI pertaining to literacy. In *Year Two*, district administrators continued to express a lack of clarity on available technical

assistance through CalSTAT, but the majority of districts reported having a better understanding on how they planned to spend their grant money, and included attendance at conferences, programs for literacy, stipends, and teacher release time (substitutes provided by the district).

Books that administrators normally wouldn't have received, like the Special Education book that's a publication that comes out of CDE. I bought one for all of my administrators, so that they're all up to date. (03.B.YR2)

We hired trainers. We're doing SRA as part of our literacy thing, and we've brought in people, and the state has offered so many people, and the different principals have used them. (07.YR2)

The primary resource is \$75,000. And that's a tremendous resource to be able to send people to workshops, to be able to provide for release time for people to come together to collaborate. Then of course the other major resource is the contracted consultant. He's a private consultant, not a state employee. And he has been a major resource in helping us to appraise our situation and our positions and so forth, and develop a process to move in directions that we choose to move. He's been just invaluable in that regard. (08.YR2)

Similar to *Year One*, *Year Two* FM administrators had concerns regarding the receipt of the FM grant money in a timely manner. For example:

The number one question of course is the money. Again, the first year, the money didn't arrive until late. And we're still waiting, I think it's going to arrive here soon. And you really can't do anything without money. District will not do anything unless they see the money. The money is not their fault, the money is the feds and the state fighting with each other. That's higher up than they are. But you can't do anything without money in a school district with a declining enrollment out in the middle of no-man's land. (07.YR2)

***Identification of professional development sources.*** For *Year Two*, the emphasis on resources by most of the districts was on information provided by the state consultant regarding training, conferences and visiting or contacting model sites. The model sites provided facilitated districts with information about their own growing pains, insights on their districts' efforts to effect successful change, and a host of other valuable suggestions for improvement.

Organizational and managed things, and forms and processes that worked at other places so that we could adapt and adopt. (12.YR2)

She really helped us in how to utilize Cal Stat. She also identified programs that we could visit in other districts. She also identified materials that we could give to our teachers. (14.YR2)

***Issues of sustainability.*** A goal of FM is for districts to utilize the FM process principles for sustainability well after the project ends. With this goal in mind, “district” resources becomes a critical factor for sustainability as FM administrators were asked to discuss the resources available in their districts.

Utilizing FM resources, some districts have developed procedural manuals or binders for key district personnel.

We have developed a Special Education procedure handbook, and a 504 procedures handbook. How that deals with Focused Monitoring, it identifies the roles and responsibilities of case carriers, teachers and counselors, all the way up to the superintendent. It also discusses compliance items in it that will help the district stay in compliance. In addition, it very importantly covers the accountability of everybody who's got a role relative to providing services in Special Education. So Focused Monitoring has helped us in developing the handbook that has become very helpful to all involved. (06.YR2)

In considering the important factors necessary for the success of any school program, one such factor is human resources. In particular, one FM administrator provided a scenario where the FM team is knowledgeable about what its students need and how they have taken the initiative to ask for these things. Largely attributed to the financial resources provided by the FM process, they received the materials that they requested. This, in turn, facilitated change and stimulated creativity.

Well we have a supportive administrative staff, I think that's the biggest resource. We have some teachers that we brought into the process that really understand fundamentally what's going on. Not all of the teachers do this, but so many are afraid to ask because someone's liable to say no, so they never ask. So it's an automatic no. But a group that we have working within this Quality Assurance process aren't afraid to ask, and inevitably they've been provided with whatever they've asked for. And that's been a year-long process to teach them, yes we do have this major funding resource right now, and we haven't designated that we're going to spend it on a new building or a new teacher or this or that. It's fair for us to dip into when we need to. That's been an extraordinarily positive thing for creating change, perspective, and experimentation. 08.YR2

An emerging human resource is the FM administrator's connectedness within the district. This individual's knowledge of how operations work in the district as well as how well this individual is networked within the district is invaluable. It is also a key resource that must be nurtured and supported by the state, because no sum of grant money can buy or nurture critical district relationships.

Well pretty much the total available resources of the district. I'm involved in various aspects of school-wide progress and whatever connections I had to understanding how things worked around here. We had access to the Superintendent and management team. I'm very much in the first-line administration of the school, so we had access to everything that I knew about. (11.YR2)

***State consultant technical assistance.*** State consultants have the arduous task of locating technical assistance for districts as well as recommending technical assistance to districts that may be resistant or ambivalent to such assistance.

[District X] doesn't think they need anything, and [District Y] doesn't take advantage of it, even when you offer it. So they don't think they need anymore either. That's a candid answer to your question, but I don't know how to answer it truthfully any other way. (SC2.YR2)

In addition, state consultants are looking to CalStat for assistance with locating technical assistance for districts. While a few state consultants are satisfied with the services provided by CalStat, many more state consultants expressed concerns over access to and receiving technical assistance that matches a school district's unique needs.

It would be very helpful to have had CalSTAT available to provide some technical assistance. They weren't accepting anything from me. When we called CALSTAT and asked for things, they said, "We're all filled up. We're too busy." This district doesn't really want a whole lot of help anyway, so if somebody says they're too busy, then they don't pursue it. (SC2.YR2)

That's very difficult for me to answer. The department puts a great deal of money into Cal Stat. I've not seen Cal Stat as being of much value to the districts. I think it's a lot of money wasted. Not saying that the Cal Stat or the people at the bank are not good, but is it a good fit with what the district needs? ...If Cal Stat were to call a consultant that is vested into the geographical area they might be able to do a better job of finding someone to meet the need. I meet with [District X] all the time and I think I understand their strengths and weaknesses and I can share that, but Cal Stat doesn't call me for that information. I don't think I need to be first and I don't think it's all about me. I just think

that I have more pertinent information about the district than does an office in Northern California. I think the people would like to think it's all about money, but I don't think it is. However, to be effective you have to have the right people at the table. (SC8.YR2)

To be perfectly honest, accessing Cal Stat is not a simple thing. Whether Cal Stat has a consultant in that area or somebody who is familiar with the content area that they want or has a sense of their population is difficult. That is definitely a problem. I can say this specifically in relationship to the facilitated district that I work with. They've called Cal Stat. They've had some people, but it's not been effective for their population. It's not been a good match. (SC5.YR2)

In addition to offering or suggesting resources to districts, state consultants discussed some of the resources provided by the State, which includes the State's web site, organizations, and publications.

We have a tremendous web site. If they ask about exit exams we can pull it down off the Internet, but so can they now. We have monthly what they call...meetings, Focused Monitoring technical assistance meetings. We have the school improvement grant that is administered through Cal Stat. We have a pre-arranged amount of money each one can use in terms of help. (SC10.YR2)

There are other types of organizations that CDE has some heavy involvement in which works to their benefit. There are resources or publications that the department puts out that are made available. One of our people who just dealt with the hearing impaired population put together a great guideline that went out to all districts. So whatever is out there that the department has is certainly made available. (SC12.YR2)

I'm like a kid in a candy store. You've [the State] given me state of the art training, you've given me money. You've given me the state resources, in terms of technical assistance providers and expertise throughout the state. And time. And I appreciate that immensely. (SC5.YR2)

### **(3) How can Focused Monitoring be strengthened?**

To answer this question, a variety of data sources were used, including survey data, open-ended survey responses, and the district administrator interview analysis.



### Survey Scale Analysis

The scales, *Reflections on the FM Process* and *Accountability and Sustainability* were used to determine how Focused Monitoring can be strengthened as the process enters Year Three. *Reflections on the FM Process* scale measures the effects that Focused Monitoring is having on indicators of student performance and program success, including compliance. *Accountability and Sustainability* scale focuses on aspects of accountability (i.e., who is responsible for the implementation of the FM process) and sustainability in districts' ability to maintain compliance with special education regulations, and progress and improvements in student outcome as the FM process continues into Year Three.

Multivariate tests were run to determine differences between *Year One* and *Year Two* perceptions on *Reflections on Focused Monitoring* scale (*Accountability and Sustainability* was added to the survey for *Year Two*; therefore, no comparison is made). No differences in perceptions between years were found. The data for these scales will be discussed descriptively, drawing mainly from the open-ended survey questions and the interviews. In Table 18 are presented the survey scale means for *Year One* (1999-2000) and *Year Two* (2000-2001) of Focused Monitoring implementation. The final column indicates mean changes.

Table 18

Comparison of Year One and Year Two Average Rating on *Reflections in the FM Process* and *Accountability and Sustainability* Survey Scales

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Reflections on FM Process	79	2.76 (.42)	78	2.75 (.48)	- 0.01
Accountability and Sustainability <sup>a</sup>	--	--	74	2.93 (.64)	--

*Note.* Data is based on a matched sample of districts. Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

<sup>a</sup>The questions in this scale were added to the Year Two survey; therefore, there is no data for Year One.

### REFLECTIONS ON FOCUSED MONITORING

Comparison of *Year One* and *Year Two* survey data indicates that team members' perception of the effectiveness of Focused Monitoring activities on

improving student outcome has remained relatively the same albeit less than positive.

### ***District Administrator Interview Analysis***

Interviews, on the other hand, demonstrated more positive perceptions as administrators reflected on their districts' performance. *Year Two* has reflected a more positive view of districts' relationships with CDE-SED. FM coordinators reported a clearer understanding of the FM process and not only a better understanding of the process and their district's responsibilities, but they were able to cite some of the actions that their district is taking in order to meet that of which is outlined in the FM process and required of participating districts.

... I think there was resistance last year because we felt kind of dazed and confused. What are we supposed to be doing with our mission? We're not getting any of the kind of guidance we need from the state. And we had too much to do and the schools were already overburdened and were reorganizing... Now that we've settled into it I think it's been positive. (10.YR2)

Other administrators noted optimism and stated that their districts made progress. For instance:

Honestly, I'm feeling very confident that we made incredible headway and progress in the district. I'm looking for quality for next year, to make sure I get as many fully credentialed teachers, and that the ones that I do have the appropriate training so they know exactly what to do. So, I don't know, I'm very optimistic for the district. (06.YR2)

## **ACCOUNTABILITY AND SUSTAINABILITY**

Team members' agreed with the items in the *Accountability and Sustainability* scale. On the whole, participants believed that the whole team was responsible for meeting, carrying out the activities related to FM – including better communication between sites and the district administration, and making sure that progress continues once the FM project ended.

### ***District Administrator and State Consultant Interview Analysis***

Perhaps one of the greatest successes in *Year 2* is that the majority of districts are deeply involved in addressing their selected KPIs and are at a point on the FM process continuum where they can simultaneously reflect upon their team's effectiveness and KPI progress. Some districts are even looking at how they can

sustain the progress they have made in improving student outcomes and other KPIs to ensure that their district takes ownership of the FM process long after the pilot study ends.

**Concern about the future.** Several administrators mentioned that there is an awareness and concern about the future of the efforts made as a result of the FMTA. However, there continues to be concerns about leadership, a theme that continues from *Year One*. In *Year One*, district administrators commented on the importance of the district superintendent. This theme continues in *Year Two*. As one administrator pointed out: “[there needs to be] commitment by the entire district, especially I might say, the school board and superintendent. Without those, it’s just another exercise in futility” (12.YR2).

Another concern surrounds the ability to sustain the changes these districts have made without necessarily receiving support from the state. When state involvement goes away (including funding, consultants, outside resources), there is a concern that any improvements or program implementation will also go away:

As long as the state has the emphasis on it and makes it a high priority, I think it will stick around. The way it is now, if they make it less of a priority I think it will disappear like everything else that’s introduced and disappears. That’s part of the problem in education. We go through these cycles, so nobody takes anything seriously because eventually they know it’s going to go away. (09.YR2)

One of the things that came out of our meeting last month was going into this third year there is a concern from our team that [the CDE] is going to say, ‘You’ve completed your third year and we’re just going to let you leave hanging’... And, I think that’s kind of the feeling that the team is feeling like ‘Well --, when we finish Year Three, is the district going to drop us? Is the state going to pull [state consultant] away from us? Are we going to lose some of that support because we’re finally out in the forefront a little bit and people are becoming more aware of the needs of these kids? Is that going to happen to us?’ And, that’s part of that sustainability. (03B.YR2)

State consultants seem concerned about this transition, particularly as it relates to the team’s commitment to and ownership of the process. One theme from the state consultant interviews was the concern of district dependence on an outside source to provide it with solutions and ideas, as elaborated in this example:

Sometimes, it’s best not for the outside facilitator to come in and lay out [solutions to problems/barriers]. You have to let them figure it out. You can kind of guide them, but

if it doesn't come from them, they don't really believe it. It's like a marriage counselor thing. I can say, "Look, you guys aren't getting along because one of the was running the show and the other one is resentful, or you don't know how to communicate." But they may or may not take it. It it's kind of got to come for them. You have to pull out through the process. If you don't have that realization on their part, it's probably not going to change. They have to have personal responsibility and buy-in on it. (SC6.YR2)

**Team Organization.** Another theme included how district teams could organize themselves in order to be functional and to see the worth of having this evolving leadership team continues without the involvement of outside agencies. This state consultant provided several suggestions to this end:

It's just a great collaboration. Once you gel as a team, what I try to do with mine is I try to diminish my importance as the process moves forward do that they are not relying on me. So one of the first things I encourage them to do was to always have some standard things. Always have an agenda. Always have the team determine what will the agenda cover and why and what are the objectives that you're trying to meet. Set up a time. Get the rooms organized. All these kinds of things that people don't think are important. Then elect their own officers. They don't have to be hard line elected, like you are a president and you are there for the year. You can just be chair for the meeting. Create sub-committees. People can volunteer to be on sub-committees and they can be the one to coordinate the sub-committee activities. I provide lots of research and information, because what I would like to see, is I came from a school district after many years and what I would like them to do is to assume the leadership of it and find the significance of that team within themselves. Have it sustain itself after the state has gone. (SC5.YR2)

What is clear throughout these interviews is the need to know how the progress that was made with respect to student improvement and compliance over the last two years can be sustained in the future.

## CONCLUSIONS AND RECOMMENDATIONS

This evaluation report presented data on the *Year Two* implementation of the Focused Monitoring Technical Assistance (FMTA) program. Findings described the participants' perceptions of the process as well as preliminary indicators of progress in areas of team processes, planning, and Key Performance Indicators (KPIs), from *Year One* to *Year Two*. Due to the small sample size of respondents for the survey and interviews – and changes in respondents from year to year, any interpretation of differences between *Year One* and *Year Two* should be treated cautiously. These findings provide a glimpse of possible trends occurring in the districts from year-to-year with respect to the FMTA. To summarize, three KPIs were consistently chosen by the districts: (1) increasing literacy skills; (2) increasing inclusion of students with disabilities in the general education classroom; and (3) increasing the percentage of fully certified staff. Difficulties with implementation of these KPIs included limited time to implement comprehensive training for teachers and concerns with funding sources to continue the implementation of the KPIs chosen for the reform efforts. However, overall participants' reactions to *Year Two* implementation of the FMTA were positive, particularly with respect to the services provided by the state consultant, improved leadership team collaboration, and improvements in the KPIs including compliance.

These results are based on data collected during the second year of the three-year FMTA pilot program. The issues and findings in this report will be further investigated in *Year Three* through summative data collection activities, including interviews and a survey for district FM team members. However, several recommendations can be drawn from the findings in this report. These recommendations focus on state and district relationships, the district leadership team, and relationships between the district and their school sites.

### CDE/Special Education Division and District Relationship

- **Continuous communication between the CDE/Special Education Division (SED) and District.** The relationship between the CDE/SED and school districts is important to the FMTA and has thus far played an important role in FM program planning and implementation. Communication of up-to-the-moment information is critical and valued

with the district leadership team members. If a goal of the FMTA is for district teams to plan and demonstrate improvement in the KPIs and compliance efforts, continuous communication between the state and district of FMTA expectations and timelines needs to occur in order for district to plan appropriately to (1) address those expectations and timelines and (2) meet the needs of students in the district.

- **Importance of key FMTA positions.** The state consultant plays an important role of guiding and monitoring the district with which she or he works, and in being a source of information for resources that might be helpful to the district. Likewise, the district FM team coordinator plays a vital role in the organization of the FM activities within the district. The CDE/SED should promote the visibility and importance of these key people, firmly establishing their roles within the FMTA. The CDE/SED also needs to assure, through training and other support, the state consultants and FM team coordinators have sufficient leadership and communication skills to carry out their respective roles within the FMTA.
- **Assuring superintendent commitment and support.** This recommendation is a continued concern that was initially addressed in the first year of the FMTA evaluation. Although superintendent support is presumed to be secured by a district's selection and participation in the FMTA, this is not always the case. Furthermore, the findings from the interview and survey suggest that district team members look to the superintendent as the leader whose support, or lack of it, for the FMTA often determines the amount of effort the team members thrust into the process. Districts where the superintendent is uninvolved or has not bought into the reform effort of the FMTA often have teams that are uninvolved. Therefore, it is critical that the state builds in incentives and mechanisms to secure and maintain support from the superintendent and other high-level administrators so that the team members who are doing the work of the FMTA feel empowered to make positive decisions and changes in their districts.
- **The use of model school sites.** While FM districts try to implement changes and make improvements, team members expressed the desire to visit model sites to establish a connection with districts where they can learn how these sites address similar issues or needs. Furthermore, FM district and model school sites can create a mentor/student relationship whereby the personnel are able to communicate and learn from each other. In order to visit these model sites, FM district require financial resources to buy release time for school and district staff and to provide a means to travel to these sites. The CDE/SED's strategy to use model school sites to serve as "exemplary" models for FM districts needs to be explored further so that there is a plan or mechanism by which districts can find out about and connect with these model sites.
- **Implement standard measures for systemic reform using KPI data.** Many FM participants and administrators described significant project impact with respect to the KPI goals within their districts. In some districts, the

KPI data have been used to describe student outcomes and depict district practices that have improved compliance. A recommendation in *Year One* was to develop a data collection method for KPI data to evaluate district performance that is connected to district needs and goals. While this recommendation appears to have been implemented, there remains concern over the definition of the KPIs and measuring KPI improvement. The KPIs should be focused on developing standards and benchmarks within each district. Furthermore, there must be valid measures with standard mechanisms by which data are collected, analyzed, and interpreted across the districts in order to inform curriculum and policy.

- **Conversation about sustainability of FM efforts.** Efforts and improvements that FM districts are making (or not making) now, will affect the likelihood of project sustainability once funding and human resources are pulled away. District team members need to understand what is needed to be able to continue their work on FM-related activities. The CDE/SED needs to develop clear plans of expectations and procedures to ensure that these districts maintain the implementation of appropriate practices that result in improved student outcomes and complete compliance with federal and state special education mandates. There may also be a need for continued state consultant support and funding in the transition process.

### District Leadership Team

- **Improving the FM team meeting process.** While some district teams are working as a forward moving, cohesive group, others have struggled. These struggling districts tend to have meetings that make a poor use of human and financial resources. One reason for this struggle is the lack of knowledge of one's role in the FMTA and on the district leadership team, and how that plays into decision-making. Another reason is communication that leads to confusion and redundancy that impact the ability to make decisions for improvement goals. As noted above, the leadership training helped districts to understand the meeting process. Furthermore an understanding of one's role in the team system allows members to take ownership of their responsibilities, resulting in improvements in the way district leadership teams conduct meetings and come to decisions surrounding issues pertinent to the FMTA. Therefore, continued leadership training should occur regularly to help district teams establish better routes of communication in order to make decisions and plans to implement district goals.
- **Increasing FM leadership team member commitment to FMTA.** The district FM leadership team is composed of people from positions that include, but are not limited to, district administrators (superintendent and assistant superintendents), special education directors, psychologists and counselors, principals and teachers, and food or transportation staff. What was once a top-down model of communicating district needs is shifting to a

round table discussion. Therefore, the district leadership team should build in mechanisms that foster cohesiveness and support of FM activities through honest communication, shared decision-making, and accountability of FM improvement efforts on *all* FM district leadership team members.

### **District and School Site Relationship**

- **Commitment and support from principals to FMTA.** Principals are the intermediaries between the district administrators and the teachers. They inform teachers and staff about directives from the district while they provide information to the district about the needs at their schools. Because the level of successful application of FM-related activities is greatly influenced by principal awareness and buy-in, it is crucial to the improvement process that the principals of every school within a FM district are active participants in the FMTA. Such involvement is particularly important for decision-making about programs and curricular changes that affect the students and staff in their schools. Greater input from principals should increase efficiency in implementing the KPIs at school sites as well as increasing accountability at the school site level.
- **Training on latest practices and programs.** Teachers and principals constantly walk the line between practicing what they know and needing to learn the innovative practices and programs to improve student outcome. Findings suggest that team members recognize the need for training on the latest practices and programs. These include collaboration, successful practices and strategies for teaching low-achieving students, positive behavior plans and interventions, and training on the latest programs in literacy and math. Furthermore, team members recognized the need for training with respect to IDEA, especially for general education teachers, as they are equally accountable for complying with the IEP as special education teachers and school administrators. Therefore, the district should investigate and provide appropriate training programs that address specific needs to district and school site staff in order for that staff to provide quality services to the student population.
- **Increasing collaboration between general and special education staff.** The findings above suggest that general and special education teachers are working more and more with each other to provide appropriate education to students with special needs. However, the data also suggest that team members see the need for more collaboration, particularly with respect to implementing an inclusion model within a classroom or entire school. The district (and FM team members) and school site personnel should continue to strive to increase the collaboration between general and special education teachers through the provision of specialized training on different models of collaboration and utilizing the skills and training of each type of teacher to work towards this goal.





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## **APPENDICES**

**Appendix A**  
**District Profiles**

## District Profiles

The following section provides descriptive information about each participating district for which there is survey data, emphasizing *Year Two*. First are presented information about the district, including: when the district team met; the size of the school district (based on the number of teachers); information regarding special education teachers and the special education student population. There are several tables and lists of data (for which there is data). The first table includes the district leadership team composition, followed by a list of the Key Performance Indicators (KPIs) that each district has chosen to focus its attention<sup>1</sup>. This information is then followed by a table containing data regarding each district team's average ratings of each scale from the survey for *Year One* and *Year Two*. Due to the small number of respondents from each district (with sample sizes ranging from 1 to 10 subjects in each district), as well as differences in the number of respondents from year to year, under no circumstances should any comparisons, assumptions, or inferences about differences between districts be made from any one table or figure.

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<sup>1</sup> At the time of writing this report, there was no data to determine level of improvement in these areas.

## District 2

The following data for District 2 are reported from the returned surveys for District 2, an urban school district (*Year Two* data was not provided by the district for district demographics, including number of teachers, number of certificated special education teachers, and number of students in special education). Table 8 presents the composition of the FM team for *Year One* (again, *Year Two* data was not provided).

Table 8  
Position Type Represented on District 2 FM Team

Position Type	Year One Represented	Year Two <sup>a</sup> Represented
General Education Teachers	yes	
Special Education Teachers	yes	
Building Administrators	yes	
Superintendent	yes	
Assistant Superintendent	yes	
Special Education Director	yes	
Parents	yes	
Community Members – Non-parents	no	
SELPA Representatives	yes	
Representatives of Outside Agencies	yes	
Other	no	

<sup>a</sup> Data not available for *Year Two*.

Table 9 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. For the most part, participants tended to agree with the statements in each of the scales.

Table 9

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 2

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	7	2.97 (.60)	2	2.93 (.38)	- 0.04
Team Effectiveness and Understanding	8	2.86 (.65)	2	2.61 (.16)	- 0.26
Planning and Goals	8	2.70 (.47)	2	2.62 (.07)	- 0.08
Use of Data	8	2.82 (.72)	2	3.28 (.39)	+ 0.46
Verification Review	6	2.90 (.68)	2	3.17 (.24)	+ 0.27
State Consultant Services	7	3.08 (.82)	2	3.03 (.04)	- 0.05
Resources	4	3.04 (.48)	2	2.83 (.24)	- 0.21
Reflections on FM Process	7	2.97 (.63)	2	2.36 (.51)	- 0.61
Accountability and Sustainability	--	--	2	2.61 (.26)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

### District 4

The following data are reported from the returned surveys for District 4, an urban school district (*Year Two* data was not provided by the district for district demographics, including number of teachers, number of certificated special education teachers, and number of students in special education). Table 10 represents the composition of the FM team for *Year One* (again, *Year Two* data was not provided).

Table 10

Position Type Represented on District 4 FM Team

Position Type	<i>Year One</i>	<i>Year Two</i> <sup>a</sup>
	Represented	Represented
General Education Teachers	yes	
Special Education Teachers	yes	
Building Administrators	yes	
Superintendent	no	
Assistant Superintendent	yes	
Special Education Director	yes	
Parents	yes	
Community Members – Non-parents	no	
SELPA Representatives	no	
Representatives of Outside Agencies	yes	
Other	yes	

<sup>a</sup> Data not available for *Year Two*.

Table 11 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. In this district, team members expressed less agreement on items within each scale during *Year Two*, whereas they perceived the FM process positively in *Year One*.



Table 11

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 4

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	3	3.33 (.58)	2	2.60 (.57)	- 0.73
Team Effectiveness and Understanding	4	3.09 (.38)	2	2.60 (.14)	- 0.49
Planning and Goals	4	3.50 (.58)	2	2.71 (.40)	- 0.79
Use of Data	4	3.25 (.50)	2	2.89 (.16)	- 0.36
Verification Review	6	3.13 (.64)	2	2.50 (.71)	- 0.63
State Consultant Services	4	3.19 (.22)	2	2.86 (.20)	- 0.33
Resources <sup>a</sup>	3	2.44 (.51)	--	--	--
Reflections on FM Process	3	2.59 (.42)	2	2.61 (.02)	+ 0.02
Accountability and Sustainability	--	--	2	2.80 (.28)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

<sup>a</sup> No data is available for Year Two.

## District 5

The following data for District 5 are reported from CASEMIS, the district, and personal database of the district coordinator for the academic year 2000-2001. District 5 is located in a rural-suburban community. There are 200 teachers in this district, including 26 special education teachers. Nineteen of these special education teachers are certificated. Furthermore, District 5 serves over 600 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in September 2000 and held 15 meetings regarding FM activities from October 2000 – June 2001. There were six subcommittee meetings held that also addressed FM activities. Table 12 represents the composition of the FM team. For *Year One* and *Year Two*, the positions represented on the team were similar, with the exception of community members – non-parents who did not participate in *Year Two*.

Table 12

Position Type Represented on District 5 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	yes	no
SELPA Representatives	yes	yes
Representatives of Outside Agencies	yes	yes
Other	yes	yes

*Note.* The “Other” category in *Year Two* included a psychologist and special education assistant.

District 5 has focused improvement efforts on the following KPIs:

- Increase the percent of fully certified personnel

- Increase the percent of placement of students with disabilities in general education
- Increase the percent of students who complete the program/graduate with other than a diploma (includes certificate of completion, GED, and other)
- Increase the percent of students graduating with a diploma
- Increase the percent of placement in general education and making successful grade-level progress
- Increase the average performance of students with disabilities taking (STAR)
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 13 provides *Year One* and *Year Two* average rating and standard deviation for the scaled survey questions and is based on responses from FM team members who completed a survey. Despite a slight decrease from *Year One* to *Year Two*, for the most part, participants tended to agree or strongly agree with the statements within each scale. The exception is in the *Reflection on the FM Process* scale where team members expressed less than positive perceptions about reform efforts that they were trying to make as a result of FM.

Table 13

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 5

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	6	3.47 (.43)	6	3.20 (.82)	- 0.27
Team Effectiveness and Understanding	6	3.36 (.29)	6	3.18 (.51)	- 0.18
Planning and Goals	6	3.50 (.45)	6	3.09 (.72)	- 0.41
Use of Data	6	3.80 (.22)	6	3.36 (.65)	- 0.44
Verification Review	6	3.09 (.29)	5	2.87 (1.15)	- 0.22
State Consultant Services	6	3.47 (.75)	6	3.63 (.41)	+ 0.16
Resources	6	3.39 (.49)	6	3.31 (.27)	- 0.18
Reflections on FM Process	6	2.98 (.29)	6	2.62 (.57)	- 0.36
Accountability and Sustainability	--	--	6	3.05 (.37)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 6

The following data for District 6 are reported from the district coordinator based on CBEDS, CASEMIS, and the district for the academic year 2000-2001. District 6 is located in an urban setting. There are 390 teachers in this district, including 23 special education teachers. Seventeen of these special education teachers are certificated. Furthermore, District 6 serves over 500 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in October 2000 and held 2 meetings regarding FM activities. Information from the interview suggests that District 6 was not involved completely in FM activities; however, the district team continued to meet on issues addressing students with disabilities throughout the year. Therefore, there is no survey data to be presented. However, a short district profile is provided below. Table 14 shows the different FM team position types for *Year One* and *Year Two*. There have been changes in the team composition from one year to the next. Most interesting was the absence of general education teachers present on the team for *Year Two*.

Table 14

Position Type Represented on District 6 FM Team

Position Type	Year One	Year Two
	Represented	Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	no	
Community Members – Non-parents	no	no
SELPA Representatives	yes	no
Representatives of Outside Agencies	no	yes
Other	no	no

District 6 has focused improvement efforts on the following KPIs:

- Decrease the degree of disproportion of placement by ethnicity by disability category
- Increase the average performance of students with disabilities taking (STAR)
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

There is no data available from the survey for District 6.

## District 7

The following data for District 7 are reported from the district coordinator based on the district database for the academic year 2000-2001. District 7 is located in a rural community. There are 150 teachers and 13 certificated special education teachers. District 7 serves over 250 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in August 2000 and met nine times regarding FM activities. There were four subcommittee meetings held that also addressed FM activities. Table 15 presents the composition of members on the FM team position types. From *Year One* to *Year Two*, there was no change as to the type of position represented on the team.

Table 15  
Position Type Represented on District 7 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	no	
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	no	no
SELPA Representatives	no	no
Representatives of Outside Agencies	no	no
Other	no	no

District 7 has focused on the following KPIs for improvement efforts:

- Increase the percent of placement of students with disabilities in general education
- Increase the percent of students who complete the program/graduate with other than a diploma (includes certificate of completion, GED, and other).

Table 16 provides *Year One* and *Year Two* average rating and standard deviation for the scaled survey questions and is based on responses from FM team members who completed a survey. Despite a slight decrease from *Year One* to *Year Two*, for the most part, participants tended to agree or strongly agree with the statements within each scale. The exception is in the *Reflection on the FM Process* scale where team members expressed even less than positive perceptions about reform efforts that they were trying to make as a result of FM from *Year One* to *Year Two*.

Table 16

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 7

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	8	3.08 (.31)	4	3.15 (.19)	+ 0.07
Team Effectiveness and Understanding	9	3.25 (.40)	4	3.13 (.27)	- 0.12
Planning and Goals	9	2.77 (.30)	4	2.76 (.28)	- 0.01
Use of Data	9	3.32 (.38)	4	2.97 (.06)	- 0.35
Verification Review	8	3.84 (.95)	4	3.25 (.50)	- 0.59
State Consultant Services	9	3.16 (.38)	4	3.36 (.09)	+ 0.23
Resources	8	2.88 (.25)	4	2.80 (.25)	- 0.08
Reflections on FM Process	8	2.61 (.21)	4	2.47 (.06)	- 0.14
Accountability and Sustainability	--	--	3	2.93 (.43)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 8

The following data for District 8 are reported from the district coordinator for the academic year 2000-2001. District 8 is located in a rural community. There are 170 teachers in this district, including 14 special education teachers. Eleven of these 14 special education teachers are certificated. Furthermore, District 8 serves over 300 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in October 2000 and met eight times regarding FM activities. There were three subcommittee meetings that also addressed FM activities. Table 17 presents the composition of the FM team. For *Year One* and *Year Two*, the positions represented on the team were similar, with the exception of parents and SELPA representatives (who did not participate on the team in *Year Two*) and representatives from outside agencies (who joined the team in *Year Two*).

Table 17

Position Type Represented on District 8 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	yes	no
Community Members – Non-parents	no	no
SELPA Representatives	yes	no
Representatives of Outside Agencies	no	yes
Other	yes	yes

*Note.* The “Other” category in Year Two included a psychologist and board member.



District 8 reported focusing improvement efforts in two areas:

- Increase the percent of placement of students with disabilities in general education
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 18 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. With the exception of the *Reflections on Focused Monitoring* scale (where perceptions were slightly more positive in *Year Two*), perceptions, on average, decreased over the two-year period. Overall, participants remained positive in *Year Two* of FMP implementation.

Table 18

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 8

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	8	3.51 (.38)	7	3.09 (.74)	- 0.42
Team Effectiveness and Understanding	8	3.36 (.34)	7	2.99 (.66)	- 0.37
Planning and Goals	8	3.10 (.31)	7	2.86 (.82)	- 0.24
Use of Data	8	3.50 (.32)	7	3.01 (.74)	- 0.49
Verification Review	8	3.48 (.42)	7	3.29 (.52)	- 0.19
State Consultant Services	8	3.34 (.38)	7	3.25 (.58)	- 0.09
Resources	8	3.21 (.48)	7	3.05 (.73)	- 0.16
Reflections on FM Process	8	2.71 (.44)	7	2.89 (.61)	+ 0.18
Accountability and Sustainability	--	--	7	3.21 (.80)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 9

The following data for District 9 are reported from the district coordinator based on CBEDS, CASEMIS, and district information for the academic year 2000-2001. District 9 is located in a suburban community. There are 85 teachers in this district, including eight special education teachers. Six of these eight special education teachers are certificated. Furthermore, District 9 serves 175 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in October 2000 and met 26 times regarding FM activities including 10 subcommittee meetings that also addressed FM activities. Table 19 shows the different position types on the District 9 FM team. Interesting is the addition of students to the team in *Year Two*.

Table 19

Position Type Represented on District 9 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	no
Special Education Director	yes	yes
Parents	no	yes
Community Members – Non-parents	yes	no
SELPA Representatives	yes	yes
Representatives of Outside Agencies	no	no
Other	no	yes

*Note.* The “Other” category in Year Two included students.

District 9 has concentrated improvement efforts on the following KPIs:

- Increase the percent of fully certified personnel
- Increase the percent of placement of students with disabilities in general education
- Increase the percent of students who complete the program/graduate with other than a diploma (includes certificate of completion, GED, and other)
- Decrease the percent of students dropping out
- Increase the percent of placement in general education and making successful grade-level progress
- Increase the average performance of students with disabilities taking (STAR)
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 20 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. In general, participants continued to agree with the statements within each scale in *Year Two*, thereby remaining positive about FM activities.

Table 20

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 9

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	6	2.83 (.85)	7	3.26 (.59)	+ 0.43
Team Effectiveness and Understanding	6	3.26 (.49)	7	3.09 (.44)	- 0.17
Planning and Goals	6	3.11 (.17)	7	3.12 (.57)	+ 0.01
Use of Data	6	3.35 (.49)	7	3.15 (.42)	- 0.20
Verification Review	4	2.88 (.85)	7	3.19 (.57)	+ 0.31
State Consultant Services	6	3.01 (.58)	6	3.21 (.43)	+ 0.20
Resources	5	3.20 (.30)	6	3.36 (.56)	+ 0.16
Reflections on FM Process	6	2.95 (.37)	7	3.01 (.52)	+ 0.06
Accountability and Sustainability	--	--	7	3.06 (.53)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 10

The following data for District 10 are reported from CASEMIS, the district, and personal database of the district coordinator for the academic year 2000-2001. District 10 is located in a rural community. There are 100 teachers in this district, including nine special education teachers. Five of the nine special education teachers are certificated. District 10 serves close to 300 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in February 2001 and held one meeting regarding FM activities. Table 21 presents the composition of members on the FM team position types.

Table 21

Position Type Represented on District 10 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	no	no
SELPA Representatives	yes	
Representatives of Outside Agencies	o	yes
Other	no	no

District 10 has focused their improvement efforts on the following KPIs:

- Increase the average performance of students with disabilities taking (STAR)
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 22 provides *Year One* and *Year Two* average rating and standard deviation for the scaled survey questions. Despite a decrease from *Year One* to *Year Two* for the *Use of Data* scale and a less than positive rating for *Reflections on Focused Monitoring*, for the most part, participants tended to agree or strongly agree with the statements within each scale.

Table 22

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 10

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	7	2.88 (.45)	4	2.95 (.10)	+ 0.07
Team Effectiveness and Understanding	7	3.28 (.47)	4	3.05 (.43)	- 0.23
Planning and Goals	6	2.67 (.52)	4	2.96 (.65)	+ 0.29
Use of Data	5	3.33 (.31)	4	2.83 (.59)	- 0.50
Verification Review	6	2.86 (.28)	4	3.25 (.50)	+ 0.39
State Consultant Services	6	3.00 (.11)	4	3.03 (.35)	+ 0.03
Resources	4	3.00 (.00)	4	3.08 (.42)	+ 0.08
Reflections on FM Process	5	2.62 (.22)	4	2.70 (.36)	+ 0.08
Accountability and Sustainability	--	--	4	2.99 (.64)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 11

The following data for District 11 are reported from CASEMIS and the district personnel database reported by the district coordinator for the academic year 2000-2001. District 11 is located in an urban community. There are 2000 teachers in this district, including 214 special education teachers (68% of whom are certificated). Furthermore, District 11 serves over 4000 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in September 2000 and held four meetings regarding FM activities from October 2000 – June 2001. Table 23 represents the different types of people on the FM team, as reported by the respondents.

Table 23

Position Type Represented on District 11 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	no	no
Assistant Superintendent	no	yes
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	yes	yes
SELPA Representatives	yes	yes
Representatives of Outside Agencies	no	yes
Other	no	yes

*Note.* The “Other” category in Year Two included a psychologist and speech therapist.

District 11 has targeted the following KPIs for improvement:

- Increase the percent of students graduating with a diploma
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 24 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. District team members seem to reflect many changes in the FMP in their district based on their survey responses as some scale means increased from *Year One* to *Year Two* (*Focused Monitoring Training*, *Use of Data*, *Verification Review*, and *State Consultant Services*), while other scale means decreased (*Team Effectiveness and Understanding*, *Planning and Goals*, *Reflections on Focused Monitoring*, and *Resources*). However, with the exception of the *Verification Review* and *Use of Data* scales, the team members in this district remain fairly negative about FM-related activities.

Table 24

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 11

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	3	1.83 (1.04)	5	2.60 (.89)	+ 0.77
Team Effectiveness and Understanding	3	3.03 (.55)	5	2.37 (.99)	- 0.66
Planning and Goals	3	2.87 (.42)	5	2.81 (1.14)	- 0.06
Use of Data	3	3.00 (.76)	5	3.24 (.44)	+ 0.24
Verification Review	3	2.70 (.40)	5	3.13 (.51)	+ 0.43
State Consultant Services	3	2.09 (.12)	5	2.89 (.70)	+ 0.80
Resources	3	2.89 (.19)	4	2.25 (.57)	- 0.64
Reflections on FM Process	3	2.75 (.17)	5	2.38 (.78)	- 0.37
Accountability and Sustainability	--	--	5	2.43 (1.07)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 12

The following data for District 12 are reported from CBEDS, CASEMIS, and the district database by the district coordinator for the academic year 2000-2001. District 12 is located in a urban-suburban community. There are 274 teachers in this district, including 21 special education teachers. Ten of these special education teachers are certificated. District 12 serves over 400 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in July 2000 and held eight meetings regarding FM activities. There were two subcommittee meetings held that also addressed FM activities. Table 25 represents the different types of people on the FM team. The team composition (based on position type) remained similar from year to year.

Table 25

Position Type Represented on District 12 FM Team

Position Type	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	no	no
SELPA Representatives	yes	yes
Representatives of Outside Agencies	no	yes
Other	no	no

District 12 has focused improvement efforts on the following KPIs:

- Decrease the degree of disproportion of placement by ethnicity by disability category



- Increase the percent of fully certified personnel
- Increase the percent of placement of students with disabilities in general education
- Increase the percent of placement in general education and making successful grade-level progress
- Increase the average performance of students with disabilities taking (STAR).

Table 26 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. For the most part, participants agreed with the statements within each scale and there was little change in these perceptions from *Year One* to *Year Two*, with the exception of *Planning and Goals*, *Reflections on Focused Monitoring*, and *Resources*. In these cases, perceptions continued to decrease from *Year One* to *Year Two*; furthermore, team members perceptions of these areas of the survey were more negative compared to the other scales.

Table 26

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 12

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	8	2.96 (.65)	4	3.26 (.25)	+ 0.30
Team Effectiveness and Understanding	8	2.90 (.29)	4	2.92 (.26)	+ 0.02
Planning and Goals	8	2.70 (.34)	4	2.68 (.31)	- 0.02
Use of Data	8	3.00 (.51)	4	3.19 (.38)	+ 0.19
Verification Review	6	2.88 (.45)	2	3.17 (.24)	+ 0.29
State Consultant Services	8	3.17 (.31)	4	3.08 (.25)	- 0.09
Resources	8	2.83 (.44)	4	2.58 (.50)	- 0.25
Reflections on FM Process	8	2.60 (.43)	4	2.29 (.20)	- 0.31
Accountability and Sustainability	--	--	4	2.83 (.39)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

### District 13

The following data for District 13 are reported from CASEMIS and the district database by the district coordinator for the academic year 1999-2000. District 13 is located in a rural community. There are 1300 teachers in this district, including 220 special education teachers. Eighteen of these special education teachers are certificated. Furthermore, District 13 serves 4000 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in September 2000 and held four meetings regarding FM activities. There were four subcommittee meetings held that also addressed FM activities. Table 27 shows the different position types represented on the FM team for *Year One* and *Year Two*. There were little changes in the team composition from one year to the next.

Table 27

Position Type Represented on District 13 FM Team

Position Type	Year One	Year Two
	Represented	Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	no	no
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	no	no
SELPA Representatives	yes	no
Representatives of Outside Agencies	no	yes
Other	no	no

District 13 has chosen the following KPIs to focus their improvement efforts:

- Decrease the degree of disproportion of placement by ethnicity by disability category
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 28 provides the average rating and standard deviation for the nine scaled survey questions for *Year One* and *Year Two* and is based on responses from FM team members who completed a survey. The differences between *Year One* and *Year Two* might reflect the opinions of more and/or different survey respondents from one year to the next.

Table 28

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 13

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	1	4.00	10	3.01 (.84)	- 0.99
Team Effectiveness and Understanding	1	3.91	10	2.81 (.66)	- 1.10
Planning and Goals	1	3.50	7	2.85 (.87)	- 0.65
Verification Review	1	3.75	7	2.95 (.29)	- 0.80
Use of Data	1	3.71	8	3.06 (.55)	- 0.65
State Consultant Services	1	4.00	6	2.92 (.66)	- 1.08
Resources	1	3.23	8	2.74 (.88)	- 0.49
Reflections on FM Process	1	3.62	8	2.72 (.40)	- 0.90
Accountability and Sustainability	--	--	10	2.65 (.59)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 14

The following data for District 14 are reported from CBEDS and CASEMIS by the district coordinator for the academic year 2000-2001. District 14 is located in an urban community. There are 242 teachers in this district, including 34 special education teachers. Eleven of these special education teachers are certificated. District 14 serves over 700 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in October 2000 and held eight meetings regarding FM activities. There were five subcommittee meetings held that also addressed FM activities. Table 29 shows the different position types on the FM team from *Year One* to *Year Two*. Positions represented on the team remained similar from one year to the next, with an addition of representatives from outside agencies.

Table 29

Position Type Represented on District 14 FM Team

Team Comparison	Year One Represented	Year Two Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	no	no
Community Members – Non-parents	no	no
SELPA Representatives	yes	yes
Representatives of Outside Agencies	no	yes
Other (Describe)	yes	no

District 14 has focused their improvement efforts on the following KPIs:

- Increase the percent of fully certified personnel

- Increase the percent of placement of students with disabilities in general education
- Increase the percent of students who complete the program/graduate with other than a diploma (includes certificate of completion, GED, and other)
- Decrease the percent of students dropping out
- Increase the percent of students graduating with a diploma
- Increase the average performance of students with disabilities taking (STAR)

Table 30 provides *Year One* and *Year Two* average rating and standard deviation for the scaled survey questions and is based on responses from FM team members who completed a survey. With the exception of *Use of Data*, perceptions of FM activities increased in all the other scales for *Year Two*. Participants still remained positive about reform efforts that they were trying to make as a result of FM.

Table 30

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 14

Survey Questions—Scaled	<i>Year One</i>		<i>Year Two</i>		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	7	3.03 (.30)	8	3.35 (.35)	+ 0.32
Team Effectiveness and Understanding	7	3.10 (.22)	8	3.28 (.25)	+ 0.18
Planning and Goals	6	3.06 (.14)	8	3.40 (.47)	+ 0.34
Use of Data	7	3.41 (.39)	8	3.40 (.40)	- 0.01
Verification Review	7	3.05 (.61)	8	3.62 (.45)	+ 0.57
State Consultant Services	7	3.03 (.50)	8	3.56 (.47)	+ 0.53
Resources	5	2.80 (.45)	8	3.35 (.69)	+ 0.75
Reflections on FM Process	7	2.61 (.53)	8	3.06 (.31)	+ 0.45
Accountability and Sustainability	--	--	7	3.55 (.64)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 16

The following data for District 16 are reported from CBEDS, CASEMIS, and district database by the district coordinator for the academic year 2000-2001. District 16 is located in an urban community. There are over 700 teachers in this district, including 100 special education teachers (75% of whom are certificated). District 16 serves 2000 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in September 2000 and held 10 meetings regarding FM activities. There were 20 subcommittee meetings held that also addressed FM activities. Table 31 shows the different position types represented on the District 16 FM team. There was an addition of building administrators and SELPA representative in *Year Two*.

Table 31

Position Type Represented on District 16 FM Team

Position Type	Year One	Year Two
	Represented	Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	--	yes
Superintendent	no	no
Assistant Superintendent	yes	yes
Special Education Director	yes	no
Parents	no	no
Community Members – Non-parents	no	no
SELPA Representatives	no	yes
Representatives of Outside Agencies	no	no
Other	no	yes

*Note.* The “Other” category in *Year Two* included a program specialist.

District 16 has focused their improvement efforts on the following KPIs:

- Increase the percent of fully certified personnel
- Increase the percent of placement of students with disabilities in general education
- Increase the percent of students who complete the program/graduate with other than a diploma (includes certificate of completion, GED, and other)
- Increase the percent of students graduating with a diploma
- Increase the average performance of students with disabilities taking (STAR)
- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7 and 10).

Table 32 provides *Year One* and *Year Two* average rating and standard deviation for the scaled survey questions and is based on responses from FM team members who completed a survey. Although there were both positive and negative changes in the scale means from *Year One* to *Year Two* (with the exception of *Planning and Goals*), participants still remained positive about reform efforts that they were trying to make as a result of FM.

Table 32

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 16

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	5	3.12 (.66)	9	3.12 (.48)	0
Team Effectiveness and Understanding	5	3.48 (.54)	9	3.16 (.24)	- 0.32
Planning and Goals	5	3.36 (.50)	9	3.36 (.44)	0
Use of Data	5	3.54 (.54)	9	3.20 (.49)	- 0.34
Verification Review	5	3.09 (.30)	9	3.70 (.31)	+0.61
State Consultant Services	5	3.57 (.49)	9	3.67 (.34)	+ 0.10
Resources	5	3.20 (.51)	8	3.04 (.65)	- 0.16
Reflections on FM Process	4	3.00 (.24)	9	2.93 (.30)	- 0.07
Accountability and Sustainability	--	--	9	3.12 (.31)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

## District 17

The following data for District 17 are reported from CASEMIS, provided by the district coordinator for the academic year 2000-2001. District 17 is located in a rural community. There are over 700 teachers in the district, with 107 teachers in special education. Furthermore, District 17 serves over 2000 students with disabilities. For *Year Two* of FM implementation, the district team began meeting in October 2000 and held eight meetings regarding FM activities from October 2000 – June 2001. There were five subcommittee meetings held that also addressed FM activities. Table 33 shows the different FM team position types, as reported by the respondents. For District 17, most position types were reported to be represented on the team. There were some changes from *Year One* to *Year Two*, specifically with respect to community members, SELPA representatives, and representatives from outside agencies. This district team attained members from the community in *Year Two*, whereas it lost representatives from SELPA and other outside agencies and organizations.

Table 33

Position Type Represented on District 17 FM Team

Position Type	Year One	Year Two
	Represented	Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	yes	yes
Special Education Director	yes	yes
Parents	yes	yes
Community Members – Non-parents	no	yes
SELPA Representatives	yes	no
Representatives of Outside Agencies	yes	no
Other (Describe)	no	yes

*Note.* The “Other” category in Year Two included reading specialists, psychologist, and counselor.



District 17 targeted two main KPIs for improvement. These included:

- Increase the percentage of fully certified personnel
- Increase the percent placement of students with disabilities in the general education setting.

Table 34 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. With the exception of the *Reflections of Focused Monitoring* and *Resources* scales (where perceptions were slightly less positive), for the most part, participants remained positive in *Year Two* of FMP implementation.

Table 34

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 17

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	6	3.24 (.29)	6	3.24 (.37)	0
Team Effectiveness and Understanding	6	3.30 (.34)	6	3.31 (.24)	+ 0.01
Planning and Goals	5	3.11 (.38)	6	3.31 (.31)	+ 0.20
Use of Data	6	2.98 (1.12)	6	3.74 (.30)	+ 0.76
Verification Review	5	3.23 (.45)	6	3.39 (.57)	+ 0.16
State Consultant Services	6	3.09 (.96)	6	3.59 (.33)	+ 0.50
Resources	5	3.47 (.51)	6	3.22 (.66)	- 0.25
Reflections on FM Process	5	2.93 (.29)	6	2.72 (.23)	- 0.21
Accountability and Sustainability	--	--	6	3.11 (.36)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

## District 19

The following data for District 19 are reported from the district database, FM team records, and the Division of Special Education District Office by the district coordinator for the academic year 2000-2001. District 19 is located in an urban community. District 19 serves over 7000 students with disabilities. No information was available about the number of general and special education teachers in this district. For *Year Two* of FM implementation, the district team began meeting in July 2000 and held nine meetings regarding FM activities. There were approximately four subcommittee meetings held that also addressed FM activities. Table 35 shows the position types represented on the District 19 team. For District 19, most position types were reported to be represented on the team.

Table 35

Position Type Represented on District 19 FM Team

Position Type	<i>Year One</i>	<i>Year Two</i>
	Represented	Represented
General Education Teachers	yes	yes
Special Education Teachers	yes	yes
Building Administrators	yes	yes
Superintendent	yes	yes
Assistant Superintendent	no	no
Special Education Director	yes	
Parents	yes	yes
Community Members – Non-parents	no	yes
SELPA Representatives	no	no
Representatives of Outside Agencies	no	no
Other	yes	yes

*Note.* The “Other” category in Year Two included a special education compliance specialist.

District 19 targeted two main KPIs for improvement. These included:

- Increase the percent of placement of students with disabilities in general education

- Increase the average performance of students with disabilities on measures of literacy (Grades 4, 7, and 10).

Table 36 provides the average rating and standard deviation for the nine scaled survey questions and is based on responses from FM team members who completed a survey. With the exception of the *Planning and Goals*, *Verification Review*, and *Focused Monitoring Training* (where perceptions were slightly less positive), for the most part, participants remained positive in *Year Two* of FMP implementation.

Table 36

Average Rating on Scales for Survey for Focused Monitoring Team Members by Year for District 19

Survey Questions—Scaled	Year One		Year Two		Mean
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	Difference
Focused Monitoring Training	8	2.94 (.73)	5	2.84 (.52)	- 0.10
Team Effectiveness and Understanding	8	3.14 (.91)	6	3.22 (.31)	+ 0.08
Planning and Goals	8	3.28 (.35)	6	3.19 (.48)	- 0.09
Use of Data	8	3.18 (.79)	6	3.52 (.42)	+ 0.34
Verification Review	7	3.24 (1.13)	4	3.08 (.63)	- 0.16
State Consultant Services	8	3.41 (.42)	6	3.70 (.41)	+ 0.29
Resources	6	3.33 (.52)	6	3.50 (.45)	+ 0.17
Reflections on FM Process	6	2.77 (.39)	6	2.83 (.66)	+ 0.06
Accountability and Sustainability	--	--	6	3.35 (.47)	--

*Note.* Answers were based on a Likert-type scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

**Appendix B**

**California Key Performance Indicator Data**

The following tables present data from *Year One* and *Year Two*, and the mean difference between years for the Key Performance Indicators (KPIs) for the participating facilitated school districts. Unless otherwise noted, data that were not available or not calculated<sup>2</sup> are indicated by “n/a.” One district is not included in these tables as the cluster originally selected to monitor FM data no longer exists within this district due to reorganization.

Table F1

## Percent African American in Special Education

District	Y1	Y2	MD
02	19.5	15.6	- 3.9
04	12.6	13.3	+ .7
05	22.7	18.7	- 4.0
06	12.5	n/a	--
07	7.7	13.9	+ 6.2
08	22.0	16.7	- 5.3
09	3.6	n/a	--
10	0.0	n/a	--
11	19.0	19.0	0
12	22.9	12.7	- 10.2
13	15.1	13.4	- 1.7
14	16.6	17.5	+ .9
16	14.3	11.6	- 2.7
17	18.3	21.0	+ 2.7

Table F2

## Percent Latino in Special Education

District	Y1	Y2	MD
02	11.8	11.2	- .6
04	9.9	10.0	+ .1
05	11.6	10.1	- 1.5
06	8.3	n/a	--
07	9.2	9.2	0
08	11.2	7.9	- 3.3
09	11.5	10.6	- .9
10	11.4	11.1	- .3
11	9.8	10.0	+ .2
12	9.8	9.9	+ .1
13	8.2	7.8	- .4
14	6.6	7.7	+ 1.1
16	11.5	10.3	- 1.2
17	9.0	10.9	+ 1.9

<sup>2</sup> Data are not calculated when the divisor for a percentage is less than 20.

Table F3

## Percent of Fully-Certificated Special Education Teachers

District	Y1	Y2	MD
02	45	45.9	+ .9
04	89.9	83.1	- 6.8
05	87.4	75.9	- 11.5
06.	89.4	n/a	--
07	71.7	72.7	+ 1.0
08	42.1	55.6	+ 13.5
09	71.4	71.4	0
10	100	100	0
11	83	68.2	- 14.8
12	n/a	38.1	--
13	89.2	80.3	- 8.9
14	68.3	35.5	- 32.8
16	31.8	67.7	+ 35.9
17	74	67.7	- 6.3

Table F4

## Percent of Students with Disabilities Included in the General Education Setting at least 80%

District	Y1	Y2	MD
02	n/a	40.9	--
04	52.7	43.1	- 9.6
05	30.5	11	- 19.5
06	62.3	n/a	--
07	28.6	72.1	+ 43.5
08	38.4	5.4	- 33.0
09	23.2	28.6	+ 5.4
10	66.2	68.1	+ 1.9
11	59.8	51.6	- 8.2
12	46.7	41.6	- 5.1
13	81.9	77.8	- 4.1
14	n/a	22.8	--
16	5.4	50.1	+ 44.7
17	13.9	8.6	- 5.3

Table F5

## Percent of Students with Disabilities who have Dropped Out

District	Y1	Y2	MD
02	n/a	0.6	--
04	1.8	2.4	+ 0.6
05	0.4	4.4	+ 4.0
06	n/a	n/a	--
07	3.2	4.7	+ 1.5
08	1.4	15.1	+ 13.7
09	7.4	10.2	+ 2.8
10	2.4	1.9	- 0.5
11	15.1	12.8	- 2.3
12	7.7	8.6	+ .9
13	10.5	8.6	- 1.9
14	15.7	6.4	- 9.3
16	2.1	2.8	+ 0.7
17	13.7	0.2	- 13.5

Table F6

## Percent of Students with Disabilities who Graduated with a Diploma

District <sup>a</sup>	Y1	Y2	MD
02	n/a	n/a	--
04	41.9	45.7	+ 3.8
05	n/a	57.1	--
06	n/a	n/a	--
07	n/a	n/a	--
08	n/a	27.6	--
09	47.7	56.5	+ 8.8
10	n/a	n/a	--
11	4.4	35.5	+ 31.1
12	n/a	n/a	--
13	n/a	0	--
14	4.3	58.5	+ 54.2
16	56.4	9.5	- 46.9
17	33	90.2	+ 57.2

<sup>a</sup> Data is reported from districts containing a high school program.

Table F7

## Percent of Students with Disabilities who have Returned to General Education

District	Y1	Y2	MD
02	2	0.9	- 1.1
04	5.9	5.6	- 0.3
05	6.5	3.5	- 3.0
06	10.1	n/a	--
07	2.2	5.8	+ 3.6
08	6.2	6.7	+ .5
09	5.3	4	- 1.3
10	6.2	2.8	- 3.4
11	3.1	4.3	+1.2
12	7	5	- 2.0
13	11.4	8.8	- 2.6
14	2	1.6	- 0.4
16	1.9	2.9	+ 1.0
17	2	0.2	- 1.8

Table F8

## Percent of Students with Disabilities who have Graduated with Other Than a Diploma (certificate, GED, other)

District <sup>a</sup>	Y1	Y2	MD
02	n/a	n/a	--
04	1.7	6.5	+ 4.8
05	79.6	0	- 79.6
06	n/a	n/a	--
07	n/a	n/a	--
08	n/a	20.7	--
09	11.4	19.6	+ 8.2
10	n/a	0	--
11	21.8	1.4	- 20.4
12	n/a	n/a	--
13	n/a	n/a	--
14	32.1	3.2	- 28.9
16	25.6	73.3	+ 47.7
17	1.7	0.4	- 1.3

<sup>a</sup> Data is reported from districts containing high school programs.



Table F9

## Percent of Students with Disabilities participating in Standardized Testing and Reporting (STAR)

District	Y1	Y2	MD
02	8	7	- 1.0
04	16	16	0.0
05	9	11	+ 2.0
06	20	n/a	--
07	0	15	+ 15.0
08	6	n/a	--
09	5	3	- 2.0
10	1	9	+ 8.0
11	18	17	- 1.0
12	8	6	- 2.0
13	15	19	+ 4.0
14	5	5	0.0
16	22	21	- 1.0
17	7	9	+ 2.0

Table F10

4<sup>th</sup> Grade STAR Reading Score

District <sup>a</sup>	Y1	Y2	MD
02	583	579	- 4.0
04	610	610	0.0
06	599	n/a	--
07	n/a	n/a	--
08	n/a	n/a	--
10	586	n/a	--
11	609	611	+ 2.0
12	591	584	- 7.0
13	601	602	+ 1.0

Note. Student testing data is not included when there are 10 or fewer test takes in a group.

<sup>a</sup> Data was reported from districts containing elementary schools.

Table F11

7<sup>th</sup> Grade STAR Reading Score

District <sup>a</sup>	Y1	Y2	MD
02	619	613	- 6.0
04	639	632	- 7.0
05	n/a	621	--
08	n/a	n/a	--
10	n/a	n/a	--
11	633	632	- 1.0
12	617	625	+ 8.0
13	625	648	+ 23.0
16	648	653	+ 6.0

Note. Student testing data is not included when there are 10 or fewer test takes in a group.

<sup>a</sup> Data was reported from districts containing middle schools.

Table F12

10<sup>th</sup> Grade STAR Reading Score

District <sup>a</sup>	Y1	Y2	MD
02	n/a	n/a	--
04	653	646	- 7.0
05	656	662	+ 6.0
08	n/a	n/a	--
09	642	634	- 8.0
10	642	635	- 7.0
11	648	652	+ 4.0
14	642	645	+ 3.0
16	673	669	- 4.0
17	653	660	+ 7.0

Note. Student testing data is not included when there are 10 or fewer test takes in a group.

<sup>a</sup> Data was reported from districts containing high schools.